

ACT 3 - Reviewing Our Journey

****Only type in the yellow cells.****

Directions and Resources for Act 3

Status Tracker Directions:

- Select from the drop-down list:
 Did we achieve our goals - **Yes, No**.
 Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

Note:
 The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: William E Ferron Elementary

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
Increase the percent of all students proficient in mathematics from 35.3% in 2024 to 42.8% in		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
Common Curriculum - Teachers/PLCs/dialogue Interpreting Answers/Problem Solving/RAMP Conceptual Building within PLC's Academic Discourse with multiple Kagan Strategies Acceleration Time with Math Strategist and Instructional Aide with Tier II intervention program (Bridges in Mathematics) Tier I Math Coaching from Math Strategist Math Family Engagement Workshops - supporting parents with math concepts and problem solving	Teachers will utilize a consistent curricular resource that aligns to the NVACS to provide effective Tier 1 instruction. Additionally teachers will provide targeted Tier 2 and 3 supports, resulting in students gaining the necessary skills and strategies to successfully master math standards. As a result, student proficiency will increase by 7.5% for all students on the Spring 2025 Math SBAC and there will also be an increase of 7.5% within each student group.	Yes	Cancel	Our MAP math growth data indicates strong performance across all grade bands, with overall median growth reaching the 72nd percentile. Notably, the percentage of students performing above the 60th percentile in achievement increased by 16%, while the proportion of students below the 20th percentile decreased by 10%. This positive trend reflects the impact of our emphasis on high-quality Tier 1 instruction and targeted small group support, driving significant growth from Kindergarten through 5th grade.	Over the past three years, we have concentrated on improving math performance, and the strategies implemented have proven successful. These approaches will remain in place moving forward. Our primary focus will now shift to enhancing reading outcomes, aiming to improve both student growth and achievement. This will be accomplished through high-quality Tier I instruction, strengthened vertical alignment, increased opportunities for independent reading, and targeted, research-based small group instruction.	Extended PLCs will focus on planning, vertical alignment, and long-range instructional strategies. A master calendar will be developed to allocate time for both teacher led, partner and independent reading. The use of standards-based curriculum and resources will support these efforts to improve student outcomes.
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Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2024-2025 school year, 75% of classroom observations will show evidence of		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Provide professional development on Engagement Strategies. Provide professional development on Look-For Tools (HMH, Envision, and 95 Phonics).	Teachers will utilize effective Kagan strategies to increase student-to-student discourse.	Yes	Continue	Having the Kagan strategies shared during professional development allowed teachers to practice the strategy before attempting to implement in their classrooms. The live coaching gave teachers specific opportunities to observe their peers during instructional time.	We have focused on increasing discourse for the past few years and want to begin focusing on written discourse in all content areas. For 3rd-5th grade, we want to see growth in using Writable for online written responses, school staff getting clarity around writing expectations from K-5th grade through vertical alignment, and embedding writing across content areas.	Teacher collaboration of the vertical alignment writing expectations for different genres of writing (informative, opinion, narrative). Creation of a school wide document for converting rubrics into percent grading scales for common grading practices. During 3rd-5th grade PLC's continue the conversation of implementing Writable assignments.
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Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
		No	Correct			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need

<p>Second Step SEL Curriculum - K-5th Learning how to respond to each other and regulate emotions Conflict Resolution skills Social Media/Online Lense for these conversations Giving teachers a set curriculum and parent support components Engagement Strategies - Kagan Professional Development Counselor and support staff will deliver extra SEL lessons to students during the 2 ½ hour monthly PLC Kick-off assembly to review schoolwide expectations Weekly Monday Morning messages and</p>	<p>Teachers will utilize effective SEL practices as well as restorative practices, will increase student engagement and decrease maladaptive student behaviors by at least 20% as measured by school-wide discipline data.</p>	<p>No</p>	<p>Correct</p>	<p>At present, we have seen a decrease down to 71 of minor and major behaviors for the school year. This led to a 17.5% drop in these behaviors which approaches our goal of 20%. SEL practices continue being implemented rarely in the classroom. Kindergarten has implemented SEL consistently to support our newest students. The school wide behavior assembly was helpful to start the year.</p>	<p>When looking at the data, we have noticed that our main forms of major behavior incidents fall under the categories of: bullying; fighting; and racially motivated language. For next school year, 25-26, we want to focus on these three specific categories.</p>	<p>Coordination with counselor from administration and teachers for small group conflict resolution. Teachers can send in referrals to counselor. Continuation of restorative circles. Continue beginning of the year behavior assembly. Incorporate a mid-year behavior assembly as a reminder of expectations for students.</p>
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