

**Act 2 - Status Check 1**

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

[Directions and Resources for Status Check 1](#)

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

1. Rate the overall status of each improvement strategy:

- Strong** - on track;
- At Risk** - requires some refinement and/or support; or
- Needs Immediate Attention** - requires immediate support

**Note:**

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



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: William E. Ferron Elementary

**Inquiry Area 1 - Student Success**

Increase the percent of all students proficient in mathematics from 30.5% in 2023 to 38% in 2024 and increase the number of proficient students in all other student groups by 7.5% as measured by SBAC assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</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 Academic Discourse Intervention Time and Focus in Math Parent Involvement of Strategies - How to Talk through problem solving with their kids	If teachers utilize a consistent curricular resource that aligns to the NVACS as well as providing effective Tier 1 instruction as well as providing targeted Tier 2 and 3 support, then students will gain 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 2024 Math SBAC and there will also be an increase of 7.5% within each student group.	Strong	When comparing Fall data from 22-23 and 23-24, we have 2% more kids in grade levels (2nd-5th) predicted to be proficient or advanced on the SBAC. We also have almost 5% less scoring in the minimal understanding category. The focus this school year has been on prioritizing stronger Tier 1 math instruction utilizing more student centered problem solving and discourse.	We recently used our professional development day on 10/9 to focus on planning through the lens of the eight standards of mathematical practice. We need to see this prioritization of choosing problems in our curriculum that highlight deeper mathematical thinking and discourse.	As we continue math walk-throughs, weekly and extended PLC's and coaching cycles, we want to see teachers owning the process of prioritizing problems from the curriculum for deeper mathematical processing.

**Inquiry Area 2 - Adult Learning Culture**

By the end of the 2023-2024 school year, 75% of classroom observations will show evidence of student to student discourse as measured by classroom walkthrough data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide professional development on Engagement Strategies Provide professional development on Look For tools (HMH, Envision, 95 Phonics)	Teachers will utilize effective Kagan strategies to increase student to student discourse. Teachers will utilize Look For tools for self-assessment on Tier 1 instruction.	Strong	From first quarter observations, we are seeing 71% of classroom observations having student discourse strategies being implemented.	We recently used our professional development day on 10/9 to focus on planning with purposeful questions and discourse frames during the math instructional block. As we continue classroom observations, we want to see those discourse frameworks during Tier 1 instruction, in all content areas.	Now, that teachers are becoming more familiar with all Tier 1 curricula, we can be more intentional in having more student discourse opportunities during the instructional day.

**Inquiry Area 3 - Connectedness**

Decrease the number of major behaviors from 39 (in Quarter 4 of 21/22 and Quarters 1-3 of 22/23) to 30 (in Quarter 4 of 22/23 and Quarters 1-3 of 23/24) as measured by the Quarterly Progress Monitoring Report in FocusED

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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	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.	Strong	We have decreased our major behaviors down to only 6 over the past two quarters of school, compared to 34 major behaviors during the same time frame one school year ago.	We just implemented our first extended PLC day, which allowed the counselor and specialists to do whole grade level SEL lessons. We are looking forward to seeing how these lessons impact the positive grade level culture.	We need to continue having the opportunity for the extended PLC built into our schedules for each semester, so the counselor and support staff can deliver the extra SEL grade level lessons.