

Act 2 - Status Check 1 Part of the Plan of Operation

Directions:

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

Note:
The status you enter will automatically update the accompanying cell on the Master Tracker tab.



School Name: Ferron Elementary School

Inquiry Area 1 - Student Success

Increase the percent of all students proficient in mathematics from 27.8% to 37.8% and increase the number of proficient students in all other student groups by 10%.

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 challenges with implementation and gaps in performance are we noticing?</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 from others in this room and others outside of this room 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 10% for all students on the Spring 2023 Math SBAC and there will also be an increase of 10% within each student group.	Strong	Math MAP Growth data shows a 1% increase in the percent of student projected to be proficient on the CRT, while reading MAP Growth data shows a 2% increase. When looking at data by student group, there was a 2% increase in math in the hispanic student group, a 4% increase among hispanic students and a 30% increase among multi-racial students in reading. Every other student group either remained the same or had a decrease in the percentage of students project to be proficient on the CRT by the end of the school year. The majority of students being serviced in our math intervention blocks are in the 20-40th percentile range. These students achieved above normal growth across all grade levels.	We need to continue our math intervention groups being administered by the Math instructional coach and the math instructional aide on a daily basis. There needs to be deeper discussion around Tier-1 instruction using the Envisions curriculum during PLC time by all teachers and grade levels. We need to prioritize problem solving in all lessons through choosing certain problems that get at the heart of the standard being taught.	We need all teachers to be learners during the PLC cycle and to really dive into what mastery of a standard looks like. PLC time is spent on discussion and modeling of the best strategies to build conceptual and problem solving strategies for students. We need the math department to specifically state what problems to prioritize in each lesson that get at the heart of the standard, so individual teachers don't have to make these decisions on a daily basis.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2022-2023 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	Teachers will utilize effective Kagan strategies to increase student to student discourse.	At Risk	On recent winter walkthroughs, 67% of classrooms had students owning the thinking and process involved in the task. 23% of classrooms observed had students engaging in extended academic discourse. 60% of classrooms observed had no opportunities for academic discourse.	We will have continued walkthroughs to collect successive data on academic discourse. We will cover classrooms to allow teachers to observe other classrooms implementing Kagan strategies and academic discourse.	We need further training from Kagan on a future professional development day. Instructional coaches need to have time to either model strategies or cover classrooms to allow teachers to observe others.

Inquiry Area 3 - Connectedness

Decrease the percent of behaviors by 10% as measured by Resolution totals in Infinite Campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<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</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 10% as measured by school-wide discipline data.</p>	<p>Strong</p>	<p>Total events increased from Q1 to Q2 by 8. The subcategory of aggressive behavior had the biggest increase going from 4 events to 15 events. Majority of the events are related to two students. When the two students data is removed, the behavior events decreased by 25%. Both students no longer attend Ferron.</p>	<p>IMPACT team to meet with parents of students in crisis to obtain permission to start services. Continue with positive behavior plans and reinforcers. The MTSS team will continue to meet to monitor students with behavior difficulties. Continue with SEL curriculum.</p>	<p>IMPACT team to obtain parent permission. MTSS team to continue to meet weekly.</p>
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Top Behavior Events in Q1

Event Type	# of Incidents
Unacceptable School Behavior	29
Bullying	7
Aggressive Behavior	4
Class Disruption	3
Fighting	2
Acceptable Use Policy	1
Battery/Staff	1
Inappropriate Touching	1
Threat	1
Vandalism	1

Top Behavior Events in Q2

Event Type	# of Incidents
Unacceptable School Behavior	28
Aggressive Behavior	15
Bullying	6
Class Disruption	3
Verbal Abuse	2
Dishonesty	1
Graffiti	1
Insubordinate	1
Physical Altercation	1
Threat	1

Term	Non-Attendance Events	Minor Events	Major Events	Students Removed from Instruction	Suspensions (5-10 Days)	Discretionary Expulsions
Q1	51	47	4	6	0	
Q2	59	52	7	5	0	0
2023	110	99	11	11	0	0