

Act 2 - Status Check 2 (Plan of Operation Requirement)

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

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

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 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 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	Winter MAP benchmarking indicates an increase of 5% projected proficiency on the SBAC. With the consistent implementation of the Envision curriculum, we are seeing consistent growth across all grade levels.	Continue to focus on planning through the lens of the eight standards of mathematical practice. We will continue to see the prioritization of choosing problems in our curriculum that highlight deeper mathematical thinking and discourse. We are purchasing a standard Tier 2 math intervention program to help service acceleration and resource classrooms.	Once the intervention program arrives, we will need the math strategist to lead professional development for a strong implementation.

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	We are seeing 75% of classroom observations having evidence of student to student discourse. We are learning that we need to have more targeted scaffolds to support EL and resource students to promote deeper, more meaningful discourse across content areas.	During the upcoming PD on January 22nd, we will be revisiting and implementing tools from the ALCA-M trainings while we analyze our mid-year MAPS data for long-term planning.	Now, that teachers are becoming more familiar with all Tier 1 curricula, we can be more intentional in the use of sentence stems to promote meaningful discourse. Example sentence stems will be provided and planning time will allow teachers to discuss when, where and what scaffold will be used.

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.	At Risk	Major behavior events for quarters one and two are comparable to last year's data. At present, there are 30 current major events compared to 31 previously. A primary cause is the use of racially motivated language.	Administration will visit classrooms during the third and forth semesters to discuss appropriate language and the importance of using language that builds self esteem and morale.	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. A minimum of one lesson will be focused on racially motivated language.