

**Act 3 - Reviewing Our Journey**

**Directions:**

- Fill in the appropriate cells in the table below.
  - Did we achieve our Goals - **Yes, No.**
  - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel.**
- Identify specific **Lessons Learned, Next Steps and Needs.**

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

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**School Name: Ferron Elementary School**

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? Why?</i>			
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%.		Yes	Continue (and update)			
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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</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.	Yes	Continue	Intervention groupings were built based on multiple sources of data. The grade levels used MAP data, Aimsweb cumulative score benchmarks and classroom formative data to build small groups. Math coach and IA met with small groups along with classroom teachers conducting Tier 2 instruction after Tier 1 instruction was delivered.	We have learned there is still work to be done. Classroom teachers would benefit from observing other teachers Tier 1 instruction. Creative Scheduling will allow for longer PLC planning time and coverage for classroom walk throughs.	We need flexibility of staff for coverage when lack of subs occur.
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 2022-2023 school year, 75% of classroom observations will show evidence of student to student discourse as measured by classroom walkthrough data.		No	Continue (and update)			
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	Teachers will utilize effective Kagan strategies to increase student to student discourse.	No	Continue	Teachers need goals for PLC meetings to embed student discourse into all lessons. Math PL was given during PLC time regarding questioning strategies for the Solve and Share portion of the lesson.	We will continue PL during PLCs, staff development days, and morning meetings to include discourse strategies. Classroom walkthrough data will continue to be collected to determine effectiveness of student to student discourse.	We need continued PL from CCSD for our math coach with a focus on discourse.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the percent of behaviors by 10% as measured by Resolution totals in Infinite Campus.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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	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.	Yes	Continue	We have learned that less than 4-6 students make up 75% of the behaviors. We have learned that working with individual point sheets has helped reduce behavior incidents in the second semester.	We have learned that we need to start point sheets at the start of the school year with our top behavior students. We need to continue restorative practices and circles with students. We have learned that teachers would like to know resolutions for behaviors in the administrative offices.	We need to educate all students, staff, and families on the progressive discipline practices.