

**Act 3 - Reviewing Our Journey**

**Directions and Resources for Act 3**

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

**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 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.		No	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?</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 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.	Yes	Continue	Based on MAPS projected CRT proficiency, grades 3 and 4 will exceed the 7.5% growth in proficiency. Grade 5 did not achieve the growth in proficiency to meet the goal. Students in all major subgroups achieved adequate growth to meet our proficiency goal. The grade levels averaged an 11% growth in proficiency from fall to spring, but only reached 32% of students being proficient. It is unclear if this MAPS prediction will lead to a 7.5% math proficiency increase on the SBAC.	We are implementing a new standard research-based Tier 2/Tier 3 intervention (Bridges) for math interventions, tier 2 supports in general education classrooms and tier 3 supports for resource classrooms. We are going to allocate time in our family engagement workshops to focus on math concepts and strategies. We will use time during designated PLC's to develop deeper conceptual understanding of the math standards.	We need time to implement, coach and monitor the use of the Bridges math intervention program. We need to calendar specific dates for math family engagement workshops. We need to calendar specific dates for PLC's that will focus on essential math concepts.
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 2023-2024 school year, 75% of classroom observations will show evidence of student to student discourse as measured by classroom walkthrough data.		Yes	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
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.	Yes	Correct	During classroom observations, we did see over 75% of classrooms having some form of student to student discourse. However through the observations, one consistent strategy of turning to shoulder partners or face partners was the most commonly used structure. The lesson learned is that part of the goal should have included the use of a variety of structures for student to student discourse.	Through LETRS training next year, we will embed a variety of Kagan structures to enhance the professional development for our staff. Our RBG3 strategist will choose a top 10 structure list that will be shared with teachers. They will then implement these structures with their students in all subject areas.	We need to compile the list of structures that will complement the LETRS training and be used as our top 10 structure list. Modeling from our RBG3 strategist throughout LETRS training will occur. Admin will support through walkthroughs and formal observations. PLC discussions will be used to monitor and gauge use of structures. Ensure that each teacher has the Kagan Cooperative Learning text available in their classrooms.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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		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 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.	No	Correct	The number of major behaviors related to bullying decreased by 3 incidents, but not by the margin we anticipated. We encountered a significant increase in the number of racially motivated incidents involving language. We learned that we need to expand our focus to include specific lessons regarding the use of appropriate language on campus and how our conversations can impact others.	Creating a kick-off assembly to focus on proper language to be used in school. We will address the main issues of how to respectfully treat our peers and adults through our actions and language. Each week we will start with a Monday morning positive message from our counselor, followed up a Second Step (SEL) classroom discussion each morning Tuesday - Thursday and a celebration on Friday during morning ceremonies.	Expectations need to be made clear regarding the use of the Second Step curriculum. We need to build time into the first week schedule for a kick-off assembly. There needs to be collaboration between teachers and our school counselor to schedule individual classroom lessons. We need to continue the use of restorative practices.