



Aragon School Effectiveness and Improvement Plan 2023-2024

ACADEMIC LEARNING & PERFORMANCE

Standard 1 – Standards-Based & Continuous Improvement Planning

Standard 2 - Rigorous and Engaging Instruction

Standard 3 – Assessment as, of, and for Learning

Effectiveness Improvement Priority #1:

Tier I Best Instructional Planning and Practices

Aragon staff will provide high-quality, research-based instructional practices, aligning with Colorado Academic Standards in order to improve student academic achievement and growth. Aragon staff will learn, implement and evaluate research-based practices through a comprehensive Professional Learning Community (PLC) process to address the needs of all students to increase student agency and achievement.

Why Is This A Priority?

In the past, Aragon staff presented curricular information in a direct instruction style. Moving forward, Aragon staff will allow more opportunities for the workload and cognitive demand to be shifted to students through more critical thinking and productive struggle tasks. Aragon staff need a much deeper understanding of the connection and power that formative assessment practices and data collection can bring to the learning outcomes of students. Formative assessment involves teachers making adjustments to their instruction based on evidence they intentionally collect while student learning is developing and providing students with feedback that helps them advance their learning and increase self confidence. Students are equal stakeholders in the process and support their own learning, and that of their peers, through self-assessment and providing peer feedback. When teachers implement formative assessment as a process in collaboration with their students, it has powerful effects on student learning. Feedback is a proven contributor to increased learning and a necessary part of a self-regulated learner.

What Challenges Make This a Priority?

- Inconsistent use of planning and data collection (formative, interim, summative) to drive instructional decision making on a consistent and regular basis through Professional Learning Communities (PLCs).
- Lack of consistent, timely and effective discourse, questioning, feedback, and learning tasks that promote higher-order thinking skills, conceptual thinking/understanding and rigor.
- Lack of staff understanding of student agency.

Explicit Actions & Timeline	Resources/Skills/Personnel Needed	Targets/Results (evidence of success)
<p>Teachers will participate in a consistent PLC process of the teaching and learning framework that includes (SEF 2.3, 2.4, and 2.5)</p> <ul style="list-style-type: none"> ● What to teach- quarterly expectations (proficiency scales) ● What are the learning objectives (learning targets) ● What is expected of students (success criteria- exemplars/rubrics) ● What discourse opportunities will students have (QSSA and RWD) ● What feedback is provided to students in the process of learning/after learning ● How/what is being assessed (formative/summative) ● What adjustments need to be made (PDSA) 	<ul style="list-style-type: none"> ● D8 PLC planning guide ● Aragon’s PLC shared planning document ● D8 Proficiency scales ● Curriculum resources and professional development ● Professional development with Eureka Math trainer in September and October of 2023 ● CMAS/Wonders/Generic Rubrics ● QSSSA model professional development and add to teacher observation cycle ● SAIL Module 2 (learning targets and success criteria) November 2023 ● Administration/Instructional Coach observations ● PDSA model (intervention) ● PDSA professional development and implementation for intervention (Small group work) ● Hacking Questions Book Study (2024) 	<p>Evidence:</p> <ul style="list-style-type: none"> ● PLC agenda and notes documenting planning and data collection aligned to district proficiency scales and student outcomes. (Each quarter, beginning Q2) May 2024 ● Rubrics, student feedback forms, PDSA forms, observation notes, planning guides ● Teachers will utilize feedback given during observations and through ongoing conversations during PLCs. ● Formative data documentation <p>Results:</p> <ul style="list-style-type: none"> ● K-5 teachers develop, post, and collaborate with students around learning targets and success criteria in the majority of classrooms. ● Increase teacher percentages in Randa Standard III elements a,b,d, and e. ● K-5 teachers utilize formative assessments to guide real time adjustments to instruction as well as determine next steps of a lesson practiced in the majority of classrooms (approx. 17 of 22 classrooms).

<p>Implementation of research-based curriculum resources/instructional routines and effective evidence gathering practices: SEF 2.2, 3.1</p>	<ul style="list-style-type: none"> ● PLC focus on Wonders Unit and Genre Study and instructional routines ● PLC focus on module, topic and lessons in Eureka ● Eureka Read Write Draw (RWD) PD with a national trainer - October 2023 ● Science time built into all grade level schedules and additional lessons from the STEAM teacher every 3 weeks ● PD with Eureka Trainer for a deeper understanding of the four lesson components (Fluency, Launch, Learn, and Land) September 2023 	<p>Evidence:</p> <ul style="list-style-type: none"> ● PLC agendas, notes, and Aragon planning guides. ● RDW student samples ● Student writing samples from Wonders ● Science journal entries from students ● Notes and observation guide documents from Eureka trainings ● RACE responses samples from students <p>Results:</p> <ul style="list-style-type: none"> ● Majority of classrooms will Implement common rubrics aligned K-5 (2023) ● Majority of classrooms will Implement student exemplars for student self-rating and reflection (2024) ● Norming PLC sessions at a minimum of two times a quarter (RDW, RACE responses, writing samples) ● 35% of students will make above average growth on their DIBELS composite score from BOY to MOY ● Increase overall mean scale score in School Achievement in ELA from 725.7 to 730.7 ● Increase overall mean scale score in School Achievement in math from 725.7 to 730.7 ● Increase School ELA Growth (MGP) from 49% to 52% ● Increase School Math Growth (MGP) from 46% to 50%
<p>Implementation of Tier 2 interventions in ELA and Math using the PDSA model: SEF 3.1</p>	<ul style="list-style-type: none"> ● Literacy intervention resources: OG, Amplify, 6 Minute Solutions ● Use of DIBELS 8 for progress monitoring of acquired literacy skills ● Math intervention resources: AVMR, Zearn ● PLC Data Talks every 5-6 weeks ● Reinstatement of Data Wall to visually track student movement 	<p>Evidence:</p> <ul style="list-style-type: none"> ● BOY, MOY and EOY Data Digs with student placement cards ● Flexible small groups- students demonstrating growth though the PDSA cycle ● MTSS agendas, PDSA documentation, Intervention tracking sheets ● Observation schedules and notes

	<ul style="list-style-type: none"> ● Train SPED teachers and instructional coach in AVMR ● Enhance MTSS system ● Observation feedback from administration, district administration, and instructional coach ● Implementation of PDSA model ● Create and embed meaningful formative assessments and use of the data for ELA and math interventions ● Use of EQUIP in determining skill gaps 	<ul style="list-style-type: none"> ● Data from AVMR implementation ● Formative assessment documentation and data collection across grade levels ● Data from EQUIP assessments <p>Results:</p> <ul style="list-style-type: none"> ● 70% of students in K-3 demonstrate “typical or above” growth on the EOY DIBELS 8 Benchmark ● All classrooms will monitor small group instruction and intervention through the use of PDSA. In 2023, the process will begin with monitoring two groups of 6 students. In 2024, all students will be in a small group monitored through the PDSA model. ● Decrease the number of students identified at EOY as SRD by 3-5%
<p>Aragon teachers will develop a deeper understanding around evaluating student work SEF 2.2</p>	<ul style="list-style-type: none"> ● PLC discussions around Proficiency Scales aligned to student practice, formative and summative assessments ● Implementation of rubrics K-5 for strategic feedback to students and for students to know learning expectations ● Use of exemplars from curriculum sources and student samples (2023) and student self and peer evaluation practices (2024) ● Learning walks with teachers during PLC sessions 	<p>Evidence:</p> <ul style="list-style-type: none"> ● PLC agendas, notes, and Aragon planning guides. ● Norming opportunities in PLCs around work samples aligned to Proficiency Scales ● RDW student samples ● Student writing samples from Wonders ● Science journal entries from students ● Notes and observation guide documents from Eureka trainings ● RACE responses from students <p>Results:</p> <ul style="list-style-type: none"> ● Implementation of common rubrics aligned K-5 in 100% of classrooms (22 classrooms) ● Implementation of student exemplars for self-rating and reflection in 75% of classrooms (approx. 17 of 22 classrooms) ● Norming PLC sessions at a minimum of two times a quarter (RDW, RACE responses, writing samples)



Aragon School Effectiveness and Improvement Plan 2023-2024

SCHOOL CULTURE

Standard 4 – School Community and Culture Standard 5 – Social, Emotional, and Behavioral Health

School Effectiveness Improvement Priority #2:

Aragon strives for our school culture to positively impact students' sense of belonging, community, well-being, safety and self-confidence. While school culture greatly impacts teachers, it also affects students. A positive school culture can improve a students' ability to learn by building strong relationships among students and teachers. To ensure a healthy sense of behavioral agency, staff and students will learn, implement and practice different social emotional skills and strategies to support students' ability to self-regulate.

Why Is This A Priority?

Aragon teachers are continuing to develop appropriate and sensitive response protocols to inappropriate student behaviors and holding discussions on how to incorporate social emotional learning (SEL) into the instructional day. Aragon will continue to investigate the most effective ways to incorporate Tier I social emotional learning in addition to targeted interventions for students that may need additional support. Aragon staff members are trained in Responsive Classroom practices and will continue to learn, implement, and engage in trauma responsive instructional practices.

What Challenges Make This A Priority?

Aragon staff members continue to analyze, identify, and fulfill building wide social emotional needs through Tier I and intervention measures. Administration and staff continue to explore how to integrate practices in order to establish unified standards for teaching behavior response, and participation in classroom and community activities. The social emotional needs of staff and students continue to rise and have a detrimental impact on academic achievement and success. Ongoing focus in the area of SEL must be a priority as we build self-regulation, self-awareness, executive functioning skills, relationship skills and social awareness.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Creating and maintaining structured learning environments for students (Tier I): SEF 4.3</p>	<ul style="list-style-type: none"> ● Continued PD and PLC conversations around Responsive Classroom (RC) practices to include: morning meetings, quiet time, the 3-R's (reinforcing, reminding and redirecting common language), interactive modeling and closing circles. ● School wide energizers for the first 10 weeks of school. ● Implementation of Boys Town Skills (essential skills) to Morning Meetings 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Spot observation data collected aligned to Randa standard II. ● Tableau data tracking behavior incidents and attendance ● Student Feedback Surveys (Teacher MOSLs) ● Student Climate Surveys ● Schedule and resources for energizers ● Boys Town Posters of skills in classrooms ● Self-assessment forms for students on Boys Town (essential skills) to increase awareness, self-regulation and student agency (January 2023) <p>Results:</p> <ul style="list-style-type: none"> ● Decrease in the number of support calls for behavior over the course of the year. September had 80 support calls. ● 100% of classrooms will implement RC practices daily (17 general education classrooms). ● Randa Standard II: 90% of teachers will demonstrate evidence of a safe, inclusive and respectful learning environment
<p>Continued implementation of the 11 Executive Function (EF) skills layered into classroom instructional opportunities (Tier I): SEF 5.2, 5.3</p>	<ul style="list-style-type: none"> ● Book Study (Executive Functioning Skills in the Classroom) for all staff members ● Posters created for the 11 EF skills for all classroom ● Class posters of the 11 EF skills designated to an EF zone in all general ed classrooms 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Self-assessment results for staff and students of strengths and growth areas in regards to the 11 executive functioning skills ● Data collection on support calls from classrooms <p>Results:</p> <ul style="list-style-type: none"> ● All classrooms will have posters of the executive functioning skills posted

	<ul style="list-style-type: none"> ● Designated learning zones outlined in classrooms (Reading, Math, EF, Science) 	<ul style="list-style-type: none"> ● Majority of classrooms will have EF zones set up in their classrooms
<p>Implementation of “Zones of Regulation” (ZoR) during classroom guidance lessons from K-5 (Tier I): SEF 5.2, 5.3</p>	<ul style="list-style-type: none"> ● Counselor will schedule monthly guidance lessons to incorporate ZoR language and knowledge for staff and students (2023) ● Teacher knowledge around ZoR (2024) ● PD to develop deeper understanding of ZoR (2023) ● ZoR posters in “calm down” corners in classrooms 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Guidance schedule ● Posters in classrooms in the calm down corner area of the classroom ● Self-assessment forms for students based on ZoR to increase awareness, self-regulation and student agency <p>Results:</p> <ul style="list-style-type: none"> ● Decrease in number of student risks and threat assessments from 2022-2023 academic year. ● Pre and post assessment data on students personal awareness of ZoR in first grade
<p>Continue to develop and enhance Aragon’s MTSS system to support Tier II and Tier III disruptive behaviors (Tier II and III) SEF 5.2</p>	<ul style="list-style-type: none"> ● Monthly “Kid Talks” during PLC meetings to identify students that may need an intervention and MTSS plan ● Schedule built out to review plans and interventions for students every 6-8 weeks. ● PD on how social emotional skills and mindsets are foundational for students to meet their academic potential and close the achievement gap (OT will present in October 2023 and School Psychologist will present in January 2024) ● Effective use of data-based systems through the application of problem solving and decision making at all tiers for students’ social emotional needs 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Referral flowchart for teacher reference and consistency ● Data collection from teachers (observations, ABC chart, Forced Choice Assessment) ● Use of PDSA model to track intervention effectiveness ● Training for staff on referral process <p>Results:</p> <ul style="list-style-type: none"> ● Staff use the MTSS referral protocol flowchart to determine best response to student needs and behaviors in 75% of learning environments (approx. 17 of 22) ● Tracking MTSS intervention data through a 6-8 week review cycle and changing interventions when needed on 100% of student MTSS plans.

