



**EAGLESIDE ELEMENTARY
SCHOOL EFFECTIVENESS 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

Eagleside School Effectiveness Improvement Priority #1:

High quality standards-based instruction is evident in every classroom.

Why Is This A Priority?

Providing rigorous and equitable instruction means aligning instruction to the Colorado Academic Standards, planning engaging lessons, analyzing data, and assumes that instructional supports are aligned with individual needs so that every student can achieve and grow at high levels.

What Challenges Make This A Priority?

High quality, standards-based instruction is aligned with the Colorado Academic Standards, involves engaging lessons, analyzing data, and assumes that instructional supports target individual needs ensuring students achieve and grow at high levels.

Inconsistent application of Colorado Academic Standards

Rather than relying strictly on a curricular resource to guide instruction, teachers must have a strong understanding of the Colorado Academic Standards. In order for this to occur, teachers must regularly revisit the standards, engage in the practice of deconstructing state standards, and identify the essential learning targets/success criteria for students. The understanding of what students are to know and be able to do at the end of an instructional cycle should be the driving force behind instructional planning.

With the turnover rate of teachers, it is important to maintain this practice consistently to enable new teachers to have the same depth of understanding and application to instruction. (Verification of root cause: PLC observations, teacher discussions, classroom observational data aligned to the Colorado Professional Practices Rubric)

Inconsistent use of data to drive instructional decision making.

Continue to improve upon understanding and use of data to drive instructional practices on a consistent basis. Common understanding of the assessment process, in addition to a foundational understanding of various assessments, (i.e. formative, diagnostic, progress monitoring, etc.) is a foundation for collaborative discussions around student achievement and growth. Collaborative conversations must also include the best instructional practices to meet students’ needs. Continue to provide a structured time for teams to engage in ongoing data analysis through the development of a master schedule which maximizes time for collaborative conversations, PLCs and data analysis (Verification of root cause: PLC observations, teacher discussions, classroom observational data aligned to professional practices rubric).

Inconsistent use of research-based curricular resources.

Best instructional practices include consistent implementation of research-based curriculum. Research-based curriculum is designed and demonstrated to be appropriate for all learners regardless of developmental level, age, cultural, or linguistic backgrounds. Teachers need to have a deeper understanding of how district-provided resources address the Colorado Academic Standards. Eliminating the need for looking to outside materials will lead to increased efficiency during planning as well as aligned practices and instructional language within and across grade levels. With aligned instructional materials and practices, student growth and achievement will increase. (Verification of root cause: classroom observational data aligned to professional practices, team planning)

Inconsistent implementation of PLC practices building-wide.

Professional Learning Communities serve as a tool to improve the academic outcomes of students, and to improve teachers’ skills and knowledge. Collaborative conversations occur during aligned PLCs focused on student data, instructional routines, learning objectives for students, shared understanding of skill demonstration, and the assessment cycle. Teams need to have a clear understanding of where students are going, where they currently are, and what they need in order to fill gaps. Staff will continue to build PLC practices to meet the above-mentioned elements building-wide. (Verification of root cause: PLC observations, grade level PLC agendas, notes).

<p>Explicit Actions & Timeline</p>	<p>Resources/Skills Needed</p>	<p>Targets/Results (evidence of success)</p>
<p>Staff will have ongoing opportunities to contribute thoughts, ideas, and feedback on building initiatives. <i>(SEF Standard 1, Indicators 1.2, 1.4)</i> (Complete May 2024)</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Allocation of time during staff meetings and PD days for discussion 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Monthly meetings of School Improvement Team (SIT) with agendas and notes

	<ul style="list-style-type: none"> ● Individual discussion with staff during 10-minute meetings; post-observation conferences ● School Improvement Team ● Dedicated time for building-wide learning walks <p>Professional Development:</p> <ul style="list-style-type: none"> ● TLI – Teacher Burnout with Dr. Chris Jenkins; Essential Skills with Emily Sherwood; Grading Practices with Cassie Erkens 	<ul style="list-style-type: none"> ● Staff development presentations from the TLI (Teacher Leadership Team) ● District staff survey ● Debrief notes from learning walks <p>Results:</p> <ul style="list-style-type: none"> ● Staff identify individual and building-wide strengths, areas for growth, and needs ● Staff indicate they feel their voice is heard. ● Staff speak to our identified building-wide focus
<p>Teachers will engage in professional development and collaboration around best instructional practices. <i>(SEF Standard 2, Indicators 2.1, 2.2, 2.3, 2.4, 2.5; Standard 3, Indicators 3.1, 3.3; Standard 4, Indicator 4.1)</i> (Complete May 2024)</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Administration ● Consistent, dedicated PLC times ● <p>Professional Development:</p> <ul style="list-style-type: none"> ● SAIL (Student Agency in Learning) modules 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Common agenda ● PLC Notes ● Identified focus-weekly rotation among Math, ELA, data, and Learning Walks (agendas) <p>Results:</p> <ul style="list-style-type: none"> ● Increased collaboration among teams to include service providers/intervention ● 100% of K-5 general education teachers complete the SAIL course of study

<p>Develop consistent grading practices across all grade levels. <i>(SEF Standard 3, Indicators 3.1, 3.2, 3.3; Standard 6, Indicator 6.3)</i> (Complete May 2024)</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Administration ● Parent training and feedback ● School Improvement Team ● District support for report card ● PLC's <p>Professional Development:</p> <ul style="list-style-type: none"> ● TLI Training–Grading Team 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Standards-aligned report card for each grade ● Parents and staff discuss the new grading system during Round Table discussions and parent/teacher conferences <p>Results:</p> <ul style="list-style-type: none"> ● 80% of the teachers are confident with standards-based grading (staff survey) ● 80% of parents can interpret the new report card (parent survey)
<p>Staff will create instructional systems for students to interact with learning targets and success criteria. <i>(SEF Standard 1, Indicator 1.1; Standard 2, Indicators 2.5, 2.6; Standard 3, Indicators 3.1, 3.2, 3.3;)</i> (Complete May 2024)</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Colorado State Standards ● District Curriculum (Wonders, Eureka Math Squared, Savvas) ● Common plan time ● Aligned understanding of success criteria ● Calibrated expectations of mastery <p>Professional Development:</p> <ul style="list-style-type: none"> ● SAIL Professional Development ● Eureka Adapt 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Students discuss targets mastered and those they are still working on during spring conferences ● Implementation of success criteria utilizing 4-point scale ● Students use data for self-reflection <p>Results:</p> <ul style="list-style-type: none"> ● 90% of students can identify the learning target of a lesson (RANDA) ● 80% of students can explain how their learning is connected to the target (RANDA) ● Students discuss the specific success criteria as it relates to their learning.

<p>Train teachers to use formative assessment routines to develop students into critical and reflective thinkers. <i>(SEF Standard 3, Indicators 3.1, 3.2, 3.3)</i> (Complete May 2024)</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Knowledge of how to create a meaningful formative assessment ● Increasing student ownership of learning through the formative feedback process ● Understanding of how to use data to drive instruction ● Understanding of formative assessment <p>Professional Development:</p> <ul style="list-style-type: none"> ● SAIL Professional development 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Students can set goals and discuss academics during parent/teacher conferences ● Students implement feedback to improve learning <p>Results:</p> <ul style="list-style-type: none"> ● 100% of formative assessments for math and ELA will be commonly developed by teams ● 100% of staff use strong/weak models in writing ● Students will achieve a minimum mean scale score of 744.5 on the spring 2024 English Language Arts CMAS assessment (up from 734.9 in 2022). ● Students will achieve a minimum mean scale score of 740.0 on the spring 2023 Math CMAS assessment (up from 736.3 in 2022). ● Students will demonstrate a median growth percentile increase from 48 percent in English Language Arts to a minimum of 52 percent. In math we will demonstrate a median growth percentile increase from Math to a minimum of 46.0 percent on the spring 2024 CMAS assessment.
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**EAGLESIDE ELEMENTARY
SCHOOL EFFECTIVENESS FRAMEWORK
2023-2024**

Culture & Community

**Standard 4- School Culture and Environment
Standard 5 - Social, Emotional, & Behavioral Health**

Eagleside School Effectiveness Improvement Priority #2:

Promote a school culture that focuses on social-emotional development, positive behavioral interventions, accountability, and mutual respect for all.

Why Is This A Priority?

A positive school culture is the foundation for a high-quality learning environment; this creates the conditions for effective teaching and learning.

What Challenges Make This A Priority?

Inconsistent implementation of Responsive Classroom practices.

Children learn best in environments where they feel safe, challenged, and happy. Eagleside will continue to implement Responsive Classroom practices, working to align our morning meeting, quiet time, and closing circle practices.. Teachers will continue to deepen their understanding and use of instructional practices which reflect an engaging student-centered environment where students feel safe, valued, and understand expectations promote positive outcomes for students socially, emotionally, and academically.

Inconsistent behavioral expectations amongst staff for colleagues and students.

Consistent expectations and clearly defined responses from staff lead to an environment of safety and positive responses from students. The same level of consistency of expectations for colleagues promotes an environment conducive to highly effective practices and well-established norms of a safe and inviting workplace.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Teachers will develop classroom practices to further support positive culture and community. <i>(SEF Standards 4, 5; Indicators 4.1, 5.1, 5.2) (Completed May, 2024)</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Interactive modeling ● RC engagement strategies ● PBIS matrix (centered around building-wide essential skills) <p>Professional Development:</p> <ul style="list-style-type: none"> ● SAIL (Student Agency in Learning) professional learning 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Staff-developed building-wide vision statement ● Students demonstrate expectations through interactive modeling ● Parents engage in morning meetings with classrooms once per month during the 2023-2024 school year ● 100% of classrooms will consistently engage in morning meeting routines that include the 4 elements of Responsive Classroom ● Student panels to provide feedback to staff and parents about school culture <p>Results:</p> <ul style="list-style-type: none"> ● Students will discuss the benefits to morning meeting ● 90% of participating parents will share an understanding of the benefits of morning meeting
<p>Teachers will implement and support consistent behavioral expectations <i>(SEF Standard 5; Indicators 5.1 and 5.2) (Completed May 2024)</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Responsive Classroom ● Circle Up / Restorative Practices <p>Professional Development:</p> <ul style="list-style-type: none"> ● Responsive Classroom-Logical Consequences PD 	<p>Evidence:</p> <ul style="list-style-type: none"> ● 100% of teachers will utilize logical consequences in their classroom ● 100% of teachers will utilize building-wide behavior response system

	<ul style="list-style-type: none">● Restorative Practices	<ul style="list-style-type: none">● Students will engage in restorative conversations <p>Results:</p> <ul style="list-style-type: none">● Students can connect impact of behavior to consequence● Students identify they feel safe in school● Students take ownership of their behavior
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