

New targets, actions, or results for 23-24 and 24-25.

Continued targets, actions, or results from 22-23, continuing for 23-24..

Achieved and stopped actions or results from 22-23..



**JORDAHL ELEMENTARY**  
**SCHOOL EFFECTIVENESS IMPROVEMENT PLAN**  
**2023-2025**

**ACADEMIC LEARNING & PERFORMANCE**

**Standard 1 –Standards-Based & Continuous Improvement Planning**

**Standard 2- Rigorous and Engaging Instruction**

**Standard 3 – Assessment *as, of, and for* Learning**

**School Effectiveness Improvement Priority #1:**

**Instructional staff implements a tiered system of support and intervention in response to student learning needs**

A tiered system of support and intervention includes differentiation based on consistent, informal and formal assessment methods and student outcomes. Instructional staff will use data from formative assessments to provide students differentiated choices to advance their learning.

**SEF Indicator 2.4**

**Why Is This A Priority?**

Based on local and state data, stagnant academic student growth has been a consistent trend over time. In order for students to grow on an individual level, a tiered system of support and intervention needs to be put in place. Equally important, staff need to be able to identify the gap in skill or standard, target an intervention, and provide students with choices to advance their learning within the identified gap. Allowing students the agency to choose will increase the probability that students will be more successful.

## What Challenges Make This a Priority?

### Teachers generally provide tasks for students:

Teachers need to have time and opportunity to plan appropriate choices for interventions that are differentiated and of high interest.

### Interventions currently being used are chosen by the teacher without student choice:

Continue to use research-based practices and curriculums to provide targeted interventions to a student that are aligned with the gap in standard or skill, but also provide choices to create student agency.

### Intervention programs do not currently provide created choices:

Teachers need direction, ideas, and time to create workstation choices that are based on formative data for their targeted intervention.

Explicit Actions & Timeline	Resources/Skills/Personnel Needed	Targets/Results (evidence of success)
<p><b>Implement systems for reading data and identifying gaps:</b>  <b>K-5 teachers at Jordahl will be able to identify gaps in skills or standards by using local data.</b></p> <p><i>(Gaps in achievement are identified for students through disaggregated data and targets are set to close achievement gaps. SEF indicator 2.4; at the school).            (Cont. for the 23-24 SY)</i></p>	<p>Professional development specific to Dibels, Illuminate, and CMAS to disaggregate data and identify learning gaps in skill or standard.</p> <p>Local (Illuminate/Dibels) and state data (CMAS) sources.</p> <p>Evidence map: PLC, PDSA, MTSS</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>● <b>Teachers will know and be able to disaggregate data to identify gaps in skills or standards.</b></li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>● <b>By the end of the 22-23 SY, Teachers will identify and document 100% of students who have reading gaps on a PDSA document by the start of 4th quarter. 3/12/23 Update: 100% of students are being tracked on a Plan, Do, Study, Act (PDSA) document that allows teachers to see the gap, identify an intervention, implement the intervention, and use data to track the intervention.</b></li> </ul>

		<ul style="list-style-type: none"><li>• By the end of the 22-23 SY, students in grades 3-5 will increase their Median Growth Percentile in ELA from 47 (2022) to 57 (2023), as shown on CMAS (Achievement).</li><li>• 9/14/23 update: 38% of students in grades 3-5 were above the MGP in ELA. We fell short of our goal by 19%.</li></ul> <p>Results:</p> <ul style="list-style-type: none"><li>• By the end of the 23-24 SY, students in grades 3-5 will increase their Median Growth Percentile in ELA from 38 (22-23 SY) to 48 (23-24 SY), as shown on CMAS (Growth).</li></ul> <p>Results:</p> <ul style="list-style-type: none"><li>• By the end of the 22-23 SY, 50% of students in the “Does Not Yet Meet” band on BOY ELA Illuminate will move to “Approaching” or above on the EOY ELA Illuminate as compared to 28.5% from the 21-22 SY (Growth).</li><li>• 3/12/23 Update: 15% of students in the “Does Not Yet Meet” band on BOY ELA Illuminate moved to the “Approaching” or above on the MOY ELA Illuminate.</li></ul>
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		<p>Results:</p> <ul style="list-style-type: none"> <li>25% of students in the “Does Not yet Meet” band in MOY ELA illuminate will move to the “Approaching” or above band on the EOY Illuminate, by the end of the 23-24 SY (Growth).</li> </ul>
<p><b>Implement schedule: A master schedule will be implemented to allow for 40 minutes of bi-weekly communication to identify students with gaps and plan for interventions.</b></p> <p><i>(Communication and collaborative planning result in early intervention to support students and families. SEF indicator 2.4; at the school.)</i></p> <p><b><i>(Achieved 22-23 SY)</i></b></p>	<p>Collaborative time to talk about individual student needs, disaggregating data, identifying gaps, and intervention planning needs to be allotted for 40 minutes, twice per month.</p> <p>The dean will oversee and run intervention/collaboration meetings and communicate with parents.</p> <p>Teachers will sacrifice 2 planning periods per month in order to get the work done during the school day instead of after hours.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>The principal can identify a time and space for MTSS meetings within the school day that will not negatively impact teachers or students.</li> <li>The principal can schedule the time and create agendas that are meaningful and respect the time of teachers and students.</li> </ul> <p>Results:</p> <ul style="list-style-type: none"> <li>22-23 SY- Teachers will be observed in MTSS meetings having quality conversations about student gaps and interventions to close gaps.</li> <li>3/12/23 Update: 100% of K-5 classroom teachers participate in bi-weekly Multi-tiered System of Supports (MTSS) meetings twice a month during their work day and are having quality conversations about student gaps and interventions as evidenced in weekly agendas and data entry.</li> </ul>

<p><b>Develop and implement a tracking mechanism:</b></p> <p><b>K-5 and special education teachers will use a PDSA (plan, do, study, act) to track interventions in reading as well as track progress of closing learning gaps.</b>  <i>(Tracking mechanisms are simple, available to all staff, and used dynamically to refine instructional strategies. SEF indicator 2.4; at the school).</i>  <b>(Achieved 22-23 SY)</b></p>	<p>A tracking mechanism that is manageable for teachers to use that will provide space for the gap, intervention, tracking of the intervention time/quality, and tracking of student data in accordance with their goal.</p> <p>PDSA book of templates and interventions.  Digital and hard copies of PDSA.</p> <p>PDSA examples.</p> <p>First grade and kindergarten staff testimonials from previous year and previous success with growth.</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Staff can come to a consensus on a system/tool to set achievable, but lofty goals for students, identify an intervention to target growth on the skill/standard, and track both the intervention and student growth according to the goal.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>By the end of the 22-23 SY, Observations will show teachers using a PDSA document to plan, carry out, and teach reading interventions with 100% of students by fourth quarter.</li> <li>3/12/23 Update:100% of K-5 classroom teachers use a PDSA document to create uniformity and easily readable and trackable data as they teach students in reading intervention groups.</li> </ul>
<p><b>Implement differentiated, research-based interventions:</b></p> <p><b>K-5 and special education staff will implement interventions that are differentiated and flexibly-based on student outcomes.</b></p>	<p>Professional development for teachers on how to identify a research-based intervention for a gap in skill or standard.</p> <p>Professional development for teachers on how to use student outcomes over a 6-week period to adjust and differentiate instruction resulting in student growth.</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Teachers can base instructional differentiation decisions on consistent student outcomes from the PDSA intervention tracking device.</li> </ul>

<p><i>(Differentiation is based on consistent, informal and formal assessment methods, and student outcomes. SEF indicator 2.4; at the school.)</i></p> <p><b>(Cont. 23-24 SY)</b></p>	<p>Principal and assistant principal.</p> <p>Laurie Noblitt- Early literacy expert.</p> <p>Evidence Map- Mears spreadsheet</p>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• <b>By the end of 23-24 SY, progress monitoring and PDSA tracking will show flexible interventions that are increasing student’s ability in the skill or gap as shown by Randa Standard 2, Element b level 3- 70% of general education teachers.</b></li> <li>• <b>3/12/23 Update: Teachers are starting to understand flexible interventions for a 6-week cycle in order to get student growth. 75% of students who have participated in a PDSA cycle have met their growth goal within the cycle.</b></li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• <b>Students in the subgroup “Free and Reduced lunch,” in grades 3-5 will increase their mean scale score in ELA from a 727 to a 740 to perform equivalent to the total population, as shown on CMAS 2022 (Achievement).</b></li> <li>• <b>9/14/23 update: Students in the subgroup “Free and Reduced lunch” in grades 3-5 scored 731. We increased 4 points, but missed our goal by 9 points.</b></li> <li>• <b>By the end of the 23-24 SY, students in the subgroup “Free and Reduced Lunch” In grades 3-5 will increase their mean scale score in ELA from 731 to 742 to perform equivalent to the total population, as shown on CMAS 2023 (achievement).</b></li> </ul>
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		<ul style="list-style-type: none"> <li>• 15% of K-2 students starting “Well-below Benchmark” in Dibels BOY will move a full benchmark level from BOY to EOY as compared to 9% of students in the 2021-2022 SY (Growth).</li> <li>• 3/12/23 Update: 29% of K-2 students in the “Well-below Benchmark” in Dibels BOY moved a full benchmark or more from BOY to MOY.</li> <li>• 9/14/23 Update: 40% of K-2 students in the “Well-below Benchmark” in Dibels BOY moved a full benchmark or more from BOY to EOY.</li> <li>• By the end of the 23-24 SY, 47% of K-2 students starting “Well-below Benchmark” in Dibels BOY will move a full benchmark level from BOY to EOY as compared to 40% of students in the 22-23 SY.</li> <li>• By the end of the 24-25 SY, 80% of K-5 students will meet all four PDSA cycle goals by EOY as compared to 77% in the 22-23 SY.</li> </ul>
<p><b>Provide students choices based on classroom formative assessment data:</b></p> <p><b>K-5 teachers will create workstations based on formative assessment data predictions and trends and have them readily available to students.</b></p> <p><b>K-5 teachers will add workstation choices for independent work that is aligned to the student’s PDSA goal.</b></p>	<p>Professional development for teachers through Wonder’s and Eureka on how to use formative assessment predictions to create workstations that students have access to.</p> <p>Bi-weekly opportunities for staff to use PLC time to dissect formative assessments and create workstation paths for individual students to use</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be more engaged in learning due to the student agency that comes with choice; therefore, student growth data will improve.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• By the middle of the 24-25 SY, 39% of K-2 students starting in the “Well-below Benchmark” in Dibels BOY will move a full benchmark level from BOY</li> </ul>

<p><i>(Student choice is provided based on classroom formative assessment. SEF indicator 2.4; in the classroom)</i> <i>(New for the 23-24 SY)</i></p>		<p>to MOY as compared to 29% of students in the 22-23 SY (growth).</p> <ul style="list-style-type: none"><li>• By the end of the 24-25 SY, 80% of K-5 students will meet all four PDSA cycle goals by EOY as compared to 77% in the 22-23 SY.</li></ul>
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**ACADEMIC LEARNING & PERFORMANCE**

**Standard 1 –Standards-Based & Continuous Improvement Planning**

**Standard 2- Rigorous and Engaging Instruction**

**Standard 3 – Assessment *as, of, and for* Learning**

**School Effectiveness Improvement Priority #2:**  
**Instructional staff emphasizes the skills of self-assessment, progress monitoring, and feedback for student growth and improvement**

**(SEF indicator 3.3)**

Student agency encourages students to actively engage in monitoring their own learning, use feedback from teacher, self, and peers to determine next steps; and set individual learning goals. This requires students to have a clear understanding of their learning goals and success criteria. This process focuses on the role of the student as the critical connector between assessment and learning.

**Why Is This A Priority?**

Success criteria refers to standards or specific descriptions of successful attainment of learning targets developed by teachers informed by the criteria in the achievement chart, discussed and agreed upon in collaboration with students. They are used to determine to what degree a learning target has been achieved in relation to a student's work. Success criteria describe what success "looks like" and allows the teacher and student to gather information about student progress and the quality of student learning. In order for students to be agents of their own learning, they need to be taught how to manage, co-construct, and interact with success criteria so that they can identify where they are in the learning progression and where they need to go next.

## What Challenges Make This A Priority?

### Inconsistent student-use of success criteria:

Teachers must develop practices that allow for students to co-create and interact with success criteria so that they have something to base their self-assessment, feedback, and learning goals on. Also, teachers must plan for strong and weak models that assist students in defining success criteria, identifying what quality work looks like, and analyzing their next steps in the learning progression.

### Inconsistent mechanism for student self-reflection and feedback:

Teachers must continue to use the Stars and Steps mechanism for students to self-reflect, receive teacher feedback, receive peer feedback, and provide themselves with feedback. Students need to be provided consistent opportunities for feedback and reflection that allow students to know what they did well and take next steps for learning.

### Evidence gathering systems are often cumbersome and lack follow-through:

Teachers need to develop a system that allows students to gather their own evidence that aligns with the success criteria. Students need a routine and time to follow-through on consistent gathering of evidence for self-reflection and self-directed learning.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p><b>Implement strong and weak models:</b></p> <p><b>K-5 and special education staff will use strong and weak models to interact with success criteria.</b></p> <p><i>(Instructional staff utilizes models of strong and weak work to assist students in defining success criteria. SEF indicator 3.3; In the Classroom.)</i></p> <p><b>(Achieved 22-23 SY)</b></p>	<p>Professional development on the creation and use of strong and weak examples in writing and math.</p> <p>Opportunities in PLC to create strong and weak examples as a team.</p> <p>Professional development - strong and weak models to create success criteria.</p> <p>Seven Strategies of Assessment for Learning.</p> <p>SAIL module 3 and 4</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Instructional staff will know and be able to utilize strong and weak work to define learning.</li> <li>• Students will know how to use strong and weak work to define success criteria.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• 22-23 SY- Evidence of strong and weak work will be observed in classrooms 50% of the time in classroom observation.</li> <li>• 22-23 SY- Evidence of students interacting with strong and weak</li> </ul>

		<p>work will be observed in classrooms 50% of the time.</p> <p>3/12/23 Update:</p> <ul style="list-style-type: none"> <li>Observations have shown 100% of instructional staff and students interacting with strong and weak models in the area of writing during formal observations in January. Teachers are participating in professional development in the area of math to learn how to use strong and weak models.</li> </ul>
<p><b>Implement actionable feedback:</b></p> <p><b>Staff will provide students with opportunities and systems for self-assessment/feedback, peer assessment/feedback, and teacher assessment/feedback.</b></p> <p><i>(Instructional staff facilitates opportunities for students to engage in learning conversations and peer assessment to gain deeper understanding for their strengths and areas for improvement. SEF indicator 3.3; In the Classroom.)</i></p> <p><i>(Instructional staff provides students with qualitative feedback about their individual and peer evaluation skills. SEF indicator 3.3; In the Classroom.) (Cont. for 23-24 SY)</i></p>	<p>Staff need to utilize a version of the Star and Steps mechanism to provide feedback to students; to have students provide themselves with feedback; to engage students in peer to peer feedback; and to come up with next steps for learning. All feedback needs to be based on success criteria. Using strong and weak work to develop success criteria.</p> <p>PLC work to continually work with creating success criteria through rubrics, checklists, strong/weak work.</p> <p>Seven Strategies of Assessment for Learning.</p> <p>SAIL module 3 and 4</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Instructional staff will appropriately use the Star and Steps mechanism to provide actionable and specific feedback to students.</li> <li>Instructional staff will facilitate self-assessment and peer feedback opportunities for students using the Star and Step mechanism.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>22-23 SY- Students will know and be able to use Star and Step feedback to come up with next steps for learning.</li> <li>On Standard 3, Element B on the RANDA rubric of evaluation for teachers, 85% of teachers will</li> </ul>

		<p>achieve a level 3 as compared to 69% in the 2021-2022 SY.</p> <ul style="list-style-type: none"> <li>• 5/9/23 update:77.76% of teachers achieved a level 3, 4, or 5 in RANDA for their Professional Practices.</li> </ul> <p>Results:</p> <ul style="list-style-type: none"> <li>• By the end of the 23-24 SY, students will know and be able to use Star and Step feedback to come up with next steps for learning as shown on Standard 3, Element B on the RANDA rubric where 85 % of teachers will achieve a level 3 as compared to 77.76% in the 22-23 SY.</li> </ul> <p>Results:</p> <ul style="list-style-type: none"> <li>• 22-23 SY- On Standard 3, Element B on the RANDA rubric of evaluation for teachers, 50% of teachers will score a level 4 or higher as compared to 36% in the 2021-2022 SY.</li> <li>• 5/9/23 Update: 30.56% of teachers achieved a level 4 or 5 in RANDA for their Professional Practices.</li> </ul> <p>Results:</p> <ul style="list-style-type: none"> <li>• By the end of the 23-24 SY, on Standard 3, Element B on the RANDA rubric of evaluation for</li> </ul>
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		<p>teachers, 45% of teachers will score a level 4 or higher as compared to 30.56% in the 22-23 SY.</p> <ul style="list-style-type: none"> <li>Students will produce their evidence tracking system at conferences to their parents, twice per year in the 23-24 SY.</li> </ul>
<p><b>Implement co-construction of success criteria:</b></p> <p><b>Staff will co-construct success criteria with students when appropriate.</b></p> <p><b>Staff will create classroom systems for students to collect evidence of progress in relation to the success criteria.</b></p> <p><i>(Students use success criteria to assess and monitor their individual progress. SEF indicator 3.3 within students)</i>  <i>(New for the 23-24 SY)</i></p>	<p>Opportunities in PLC for staff to predict success criteria that students may offer up during co-construction.</p> <p>Models of systems for students to collect evidence. System needs to include the target, success criteria, star/step reflection and a place for students to store evidence of meeting the target and pieces of success criteria.</p>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>By the end of the 24-25 SY, students can use a classroom system to compare and store their work as evidence of meeting the success criteria.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>By the end of the 24-25 SY, on Standard 3, Element B on the RANDA rubric of evaluation for teachers, 50% of teachers will score a level 4 or higher as compared to 31% in the 2022-2023 SY.</li> <li>By the end of the 24-25 SY, on Standard 3, Element B on the RANDA rubric of evaluation for teachers, 85% of teachers will achieve a level 3 as compared to 67% in the 2022-2023 SY.</li> </ul>



**JORDAHL ELEMENTARY  
SCHOOL EFFECTIVENESS IMPROVEMENT PLAN  
2023-2025**

**CULTURE AND COMMUNITY**

- Standards 4 – School Culture and Environment**
- Standard 5- Social, Emotional, and Behavioral Health**
- Standard 6 – Home, School, Community Partnerships**

**School Effectiveness Improvement Priority #3:**

**Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.**

Social, emotional, and behavioral health refer to the self-efficacy that teachers have within their profession. Teachers are reporting burnout and the school must take action to improve teacher efficacy so that retention improves and teachers report feeling more successful and more passionate about teaching

**(SEF 5.2)**

**Why Is This A Priority?**

The social and emotional well-being of teachers is a top priority for Jordahl Elementary. Teachers who have a high self-efficacy are more likely to be more effective with students. Teachers who can share the workload, have more time to plan, have less to plan for, and who are passionate about what they do will have a positive impact on students.

**What Challenges Make This A Priority?**

**Teachers have too many tasks to get done during their contracted day:**

Teachers need a system to effectively triage the tasks of their day to prioritize and 'let go' of things out of their locus of control.

**Teachers work independently of one another:**

Teachers need a workflow system that allows them to share the workload amongst their team and stop working independent of one another.

**Curriculums often stunt passion and creativity:**

Teachers are encouraged to dialogue and put their passion into planning projects that align with the curriculum to bring back creativity and rigor.

<b>Explicit Actions &amp; Timeline</b>	<b>Resources/Skills Needed</b>	<b>Targets/Results (evidence of success)</b>
<p>Implement a school-wide system for teachers to triage their tasks for the day:</p> <p>All K-5 teachers will use a school-wide system developed by the “Culture Club” to triage their day, making it easier to get important tasks done while giving permission to let less important tasks wait.</p> <p>All K-5 teachers will use a workflow system to share the workload amongst the team to save time and energy.</p> <p>All K-5 teachers will plan for projects that align to the curriculum but provide passion and creativity to the teacher and students.</p>	<p>School-wide Frayer model with the buckets for shared workflow, social contract, and sentence stems for conflict that all grades create during PLC. Repeat quarterly.</p> <p>Triaging the shared workflow during PLC so that we are modeling for teachers. Repeat quarterly.</p> <p>Project Based Learning PD for Culture Club in October.</p> <p>Culture Club presents PD to staff in January.</p> <p>Staff plan one PBL lesson for 4th quarter</p>	<p>Results:</p> <ul style="list-style-type: none"><li>• 23-24 SY- Teachers will see a 12% (relates to Chris Jensen’s results) increase on the Rosenberg self-esteem scale from beginning of the year to end of the year.</li><li>• 23-24 SY- 80% of teachers will report having more time to plan their lessons.</li><li>• 23-24 SY- 75% of teachers will report having more personal time due shared workflow.</li></ul>