



**Weikel Elementary School**  
**School Effectiveness and Improvement Plan**  
**2023-2024**

**ACADEMIC LEARNING & PERFORMANCE**  
**Standard 2 - Rigorous and Engaging Instruction**  
**Standard 3 – Assessment as, of, and for Learning**

**Effectiveness Improvement Priority #1:**

**Student Agency through Goal Setting, Feedback, and Evidenced-Based Evaluation**

As school leadership and instructional staff ensure that instructional materials align with the Colorado Academic Standards. Students will learn to communicate their acquisition of learning through learning targets, success criteria, and evidence of their learning through the use of evidenced-based grading. Students will be included as a stakeholder group that gives feedback and input on the progress of their goals.

Students will be allowed to discuss with school staff to advocate for conditions supporting their learning. Thus, creating the opportunity to integrate feedback into their education to improve work products and learning outcomes. Additionally, students will apply assessment data to refine their work, plan the next steps, and monitor their progress. In addition, teachers will refine their skills regarding small group differentiation in the content areas or literacy and math. All staff will engage in a Content Area Specialization Model (CAS) of instruction. This will allow for teachers to plan more in depth and with intentionality for quality and rigorous instruction as they will focus on one or two contents.

**Why Is This A Priority?**

Student agency allows students to collect and analyze evidence of their learning to inform individual progress and the next steps in their learning progression. Sustaining a rigorous educational system that involves student agency as a critical component will help students accurately perceive who they are, their opportunities, who they want to become, and their plan for achieving goals. By having students review their artifacts (for evidence-based learning), they are able to own their learning and will be able to speak to their next steps in the learning progression.

## **What Challenges Make This a Priority?**

### **Lack of consistent implementation of equitable instructional practices regarding student agency:**

Weikel teachers must better understand processes and strategies that include student agency, evidence based grading, the CAS model, and small group differentiation.. These strategies not only promote student engagement and student ownership, but also promote creativity, inquiry and rigorous instruction.. These components are most beneficial in the process of student learning and student success. When students are encouraged to pose questions, make connections, and share experiences, their understanding of content increases, thus increasing their knowledge base of material. Weikel staff members need ongoing professional development related to the CAS Model, Evidence Based Grading, and small group differentiation to ensure that they develop an improved awareness of the authentic culture of student agency. The school's instructional systems and professional development must improve focus on ensuring that all students can demonstrate an understanding of the relationship between what they are learning, why they are learning it, and how it connects to their lives. In addition to holding teachers accountable to rigorous instruction. The 2022-2023 CMAS data indicates a need for this challenge to become a priority. Weikel's SPF Rating moved from Performance (53.4) to Improvement. (49.1) Further, it is imperative that teachers hone their instruction practices to support this priority challenge.

### **Inconsistent use of data to drive student use of feedback:**

Staff must improve the intentional use of goal-setting forms through formative, interim, and summative assessments and small group differentiation instruction to drive instructional decision-making and consistent student feedback. Staff need to focus and evaluate their instructional strategies to provide constant feedback and opportunities for student goal setting, which can be accomplished through differentiated small-group instruction. Teachers need to use PLCs for instructional planning to ensure ample opportunities for students and for their rigorous planning. School administration must consistently offer intensive professional learning opportunities for highly effective instructional strategies, specifically feedback and goal setting (Student Agency In Learning (SAIL)), and small group differentiated instruction. Staff will engage in optimizing PLC time to analyze student data and evaluate practices to make more frequent instructional adjustments.

Explicit Actions & Timeline	Resources/Skills/Personnel Needed	Targets/Results (evidence of success)
<p>Increase student agency</p> <ul style="list-style-type: none"> <li>The student reflection, feedback, and goal-setting process “for” learning targets and success criteria will become more of a “student-do” approach through practices outlined in SAIL.</li> </ul> <p><b>SEF- Standard 2- 2.6 &amp; SEF- Standard 3- 3.1</b></p>	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>School and District Administration</li> <li>SAIL- Student Agency in Learning for grades K-5</li> <li>Teacher Leadership Instructional Team (Roadmap to Evidence-Based Grading)</li> </ul>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>All teachers will utilize feedback given during the formal observation process and through ongoing conversation during grade-level PLCs. Data will be collected through the formal teacher evaluation process.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>K-5 goal-setting forms for academics will be created by the TLI Team.</li> <li>Increase teacher use of forms with students by 75% in the first year by January of 2024.</li> </ul>
<p>Implement effective small group differentiation: The school’s instructional systems and professional development must improve focus on ensuring that all students can demonstrate an understanding of the relationship between what they are learning and why they are learning it. Thus, the focus on small-group differentiated instruction will become a priority.</p> <p><b>SEF- Standard 1- 1.1, SEF- Standard 2- 2.1, 2.3, 2.4, SEF- Standard 3- 3.1</b></p>	<ul style="list-style-type: none"> <li>PLC focus on Wonders Unit and Genre Study and instructional routines</li> <li>PLC focus on module, topic and lessons in Eureka</li> <li>Eureka Read Write Draw (RWD) PD with a national trainer - October 2023</li> <li>Science time built into all grade level schedules and additional lessons from the STEAM teacher every 3 weeks</li> <li>PD with Eureka Trainer for a deeper understanding of the four lesson components (Fluency, Launch, Learn, and Land) September 2023</li> </ul>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>PLC agendas, notes, and Aragon planning guides.</li> <li>RDW student samples</li> <li>Student writing samples from Wonders</li> <li>Science journal entries from students</li> <li>Notes and observation guide documents from Eureka trainings</li> <li>RACE responses samples from students</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Majority of classrooms will Implement common rubrics aligned K-5 (2023)</li> <li>Majority of classrooms will Implement student exemplars for student self-rating and reflection (2024)</li> </ul>

		<ul style="list-style-type: none"> <li>● Norming PLC sessions at a minimum of two times a quarter (RDW, RACE responses, writing samples)</li> <li>● 35% of students will make above average growth on their DIBELS composite score from BOY to MOY</li> <li>● Increase overall mean scale score in School Achievement in ELA from 725.7 to 730.7</li> <li>● Increase overall mean scale score in School Achievement in math from 725.7 to 730.7</li> <li>● Increase School ELA Growth (MGP) from 49% to 52%</li> <li>● Increase School Math Growth (MGP) from 46% to 50%</li> </ul>
<p>Evidenced-Based Grading The Weikel staff will implement the practice of evidenced-based grading. Students can take on more ownership of their learning by using artifacts that demonstrate their learning. Students will engage in instruction through a Content Area Specialization model. Students will be able to receive deeper, richer, and more rigorous instruction through this model.</p> <p><b>SEF- Standard 2- 2.5 &amp; .6, SEF- Standard 3- 3.1</b></p>	<p>Professional Development: School and District Administration- Evidenced-based grading practices, data collection, 0-4 Rating Scale (October 2023)</p>	<p><b>Target:</b> Through ongoing professional development, teachers from the Standards-Based Leadership Committee will implement process grading strategies monitored by students. We have started this work with district personnel and should be fully up and running in Fall 2023.</p> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>● 100% of all staff members will implement evidence-based grading as seen through Q1-Q4 report cards and through Showcases of Student Learning (bi-annually)</li> </ul>



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**SCHOOL CULTURE & COMMUNITY**

**Standard 5 - Social, Emotional, & Behavioral Health  
Standard 6 - Home, School, & Community Partnerships**

**School Effectiveness Improvement Priority #2:**

**Establishing consistent connections between home and school**

We believe the earlier that a connection is established between parents and the educational process of their children, the more robust the foundation for the student's success. The Weikel Staff will intentionally focus on nurturing connectedness between students, staff, and families through consistent communication and unique opportunities for involvement. Fostering a family and community partnership will leverage resources that address and support several facets of student success.

**Why is This A Priority?**

As a critical component of our school's educational environment, sustaining a consistent partnership between students, staff, and family members will help interactions create positive and supportive school/home connections and enrich student learning and well-being. Family involvement will support student attendance, achievement and growth, and behavior, all factors enhancing student success. Furthermore, school staff can address social, emotional, and behavioral gaps in tandem with students, families, and community providers.

**What Challenges Make This A Priority?**

**Inconsistent communication and collaboration practices outside of bi-annual Student Showcases of Learning:**

Welcoming families and community members as valued partners in student learning are essential for nurturing school-home connectedness. The Weikel Staff must better understand and develop a process to communicate learning targets, success criteria, evidenced-based grading practices, and Content Area Specialization instruction.

**Inconsistent use of parents as partners in learning to drive school-home connections:**

Regularly improve the intentional use of parents to help drive decision-making processes regarding student performance. Administration and staff will focus and evaluate their practices on how parents are made to be partners in education beyond planning fun events. Staff will use PLCs for collaboration to ensure ample opportunities for parents. School administration will offer explicit professional learning opportunities for highly effective parental involvement strategies. (i.e. Coffee and Conversations and Parent Learning Walks)

<b>Explicit Actions &amp; Timeline</b>	<b>Resources/Skills Needed</b>	<b>Targets/Results (evidence of success)</b>
<p>Weikel parents will be invited to attend Coffee and Conversation with the school administration to discuss various systems and processes utilized at Weikel (To begin October 2023).</p> <p>Parent trainings will be offered to support and enhance parents' understanding of academic standards, learning targets, success criteria, evidenced-based grading, and Content Area Specialization.</p> <p><b>SEF- Standard 5- 5.3 &amp; SEF: Standard 6- 6.2 &amp; 6.3</b></p>	<ul style="list-style-type: none"><li>• Collaboration with school administration to increase parents' understanding regarding various practices at Weikel.</li></ul>	<p><b>Target:</b> By involving parents in an academic platform and increasing their understanding of rigorous instruction and ways in which they can support their child/children at home.</p> <p><b>Results:</b></p> <ul style="list-style-type: none"><li>• Increase mean scale scores in School Achievement in ELA from 736.8 to 741.8 on the 2024 CMAS.</li><li>• Increase mean scale scores in School Achievement in Math from 733.6 to 738.6 on the 2024 CMAS.</li><li>• Increase School ELA Growth (MGP) from 40% to 45% on the 2024 CMAS.</li><li>• Increase School Math Growth (MGP) from 44% to 49% on the 2024 CMAS.</li></ul>