

Patriot Elementary School
School Effectiveness and Improvement Plan
2023-2025

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

Effectiveness Improvement Priority #1:
Highly Effective Instructional Strategies

All staff will provide high-quality, research-based instructional practices, differentiated to meet students' needs, aligning with Colorado Academic Standards in order to improve academic growth and achievement. Patriot will learn, implement, and evaluate research-based practices to address the needs of all students. Equitable grading practices will provide students with a sense of hope and motivation.

SEF: Instructional planning is collaborative and includes the use of highly effective instructional strategies. (2.5)

SEF: A variety of data is used by the instructional staff and students to consistently progress monitor learning and inform instruction (3.1)

SEF: Instructional staff emphasize the skills of self-assessment, progress monitoring, and feedback for student growth and improvement (3.3)

Why Is This A Priority?

Formative assessment involves teachers adjusting their instruction based on evidence they intentionally collect while student learning is developing, and providing students with feedback that helps them advance their learning. 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 becoming a self-regulated learner. Students should have opportunities to revise their work, based on feedback, prior to the grades.

What Challenges Make This A Priority?

- Inconsistent use of planning and data to drive instructional decision-making on a consistent, regular basis through Professional Learning Communities.
- Lack of staff understanding in “student agency”
- Lack of consistent effective classroom discourse, questioning, and learning tasks that promote higher-order thinking skills, conceptual thinking, and rigor.

Explicit Actions & Timeline	Resources/Skills/Personnel Needed	Targets/Results (evidence of success)
<p>Train teachers to use formative assessment routines to develop students into critical and reflective thinkers. (Complete May 2024)</p>	<ul style="list-style-type: none"> ● SAIL training modules ● Student data and goal setting notebooks ● Administration/Instructional Coach 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Student feedback to teachers provides the opportunity for teachers to set Tier I instructional goals in Randa. <p>Results:</p> <ul style="list-style-type: none"> ● 100% of instructional staff use strong and weak models in writing: MOY - 80% use the models continuously ● Reduce the number of students in the “Does Not Meet” category by 50% on Illuminate ELA and Math from BOY to EOY. ● Increase the Mean Scale Score for students “Previously Identified for READ Plan” in ELA from 693 to 695 ● Increase the Median Growth Percentile in ELA CMAS from 60% to 63% ● 75% percent of students know how to set a goal and provide feedback on the EOY student survey

<p>Teachers effectively integrate literacy resources to align instruction with the science of reading and writing. (Complete May 2024)</p>	<ul style="list-style-type: none"> ● Patriot Phonics Progression tables ● Wonders, IMSE/OG, Heggerty, Dibels 8 ● District proficiency scales ● Lesson maps; PLC Planning for Literacy Guide ● Tier I OG methodology in the classroom and in small groups ● Center activities created and implemented ● Literacy coaching (Literacy Coach and Instructional Coach) ● Small group diagnostic data 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Videos of Tier I OG Instruction and Small group instruction in K/1st and Mild to Moderate ● Students set literacy goals and collect evidence of their learning ● Videos of student centers during ELA. ● Small group instruction aligned to the student needs as determined on formative data (folders) <p>Results:</p> <ul style="list-style-type: none"> ● 70% of the students in kindergarten and first grade demonstrate “typical or above” growth on the EOY Dibels 8 Benchmark ● Students on IEPS (grades K-1) demonstrate “typical or above” growth on the EOY Dibels 8 Benchmark ● Students achieve (scaled score) 5% higher on ELA CMAS and Illuminate from prior year.
<p>Implement effective mathematics teaching practices and build fluency from conceptual understanding while students engage in discourse and productive struggle. (Complete May 2024)</p>	<ul style="list-style-type: none"> ● Eureka 2 district training ● Great Minds Coaching ● District proficiency scales ● Lesson maps; PLC Planning Guide ● Instructional Coach/Administration 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Students discuss targets mastered and those they are still working on using their Success Binders in Spring Conference (videos) ● Students can set goals to improve essential skills. ● Teachers implement standards-based grading on report cards <p>Results:</p> <ul style="list-style-type: none"> ● Increase the Median Growth Percentile on Math CMAS: <ul style="list-style-type: none"> ○ Fourth Grade 43% to 45% ○ Fifth Grade 48% to 50%

		<ul style="list-style-type: none"> ● Reduce the number of students in the “Does Not Meet” category by 50% on Illuminate Math from MOY to EOY.
<p>Develop consistent grading practices across all grade levels.</p> <p>(Complete May 2024)</p>	<ul style="list-style-type: none"> ● Instructional Coach/Administration ● TLI training - Grading Team ● Parent training and feedback ● Instructional leadership team ● District support for report card 	<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 Parent Premieres and conferences. <p>Results:</p> <ul style="list-style-type: none"> ● 80% of the teachers are confident with standards-based grading (staff survey). MOY - 100% ● 80% of the parents can interpret the new report card (parent survey)
<p>Staff will create classroom systems for students to collect evidence of progress in relation to the success criteria.</p>	<ul style="list-style-type: none"> ● Instructional Leadership Team ILT ● Instructional Coach/Administration 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Students discuss assessment data and evidence in their success binders as it relates to learning targets and success criteria. ● Videos of students sharing evidence of learning to support parent communication.
<p>Gaps in achievement are identified for students through disaggregated data and targets are set to close achievement gaps.</p> <p>(Complete May 2024)</p>	<ul style="list-style-type: none"> ● Instructional Coach/Administration ● PDSA Model in Math ● PDSA Model in ELA ● Math intervention resources ● Dibels 8 and OG Diagnostic data 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Consistent data tracking in the PDSA documentation across classrooms ● PLC Agendas, PDSA training notes, and data dig conversations ● OG and math intervention practices observed in the classroom ● Monthly SPED data digs and next steps for planning <p>Results:</p>

		<ul style="list-style-type: none">● 50% of students on READ plans demonstrate “above typical growth” (not to include students on IEPs)● 50% of students on MTSS plans demonstrate “above typical growth” on the Illuminate EOY assessment (math/ELA)
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**School Effectiveness Improvement Priority #2:
Professional Workforce Readiness- Essential Skills**

As elementary students progress through their education and eventually enter the workforce, students will need a set of skills and competencies that make them employable. By starting early to develop essential skills, such as critical thinking, problem-solving, communication, collaboration, and adaptability, students are better equipped to navigate the job market and meet the evolving demands of the workforce.

SEF: Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students (4.3).
SEF: Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities
(i.e., Essential Skills (5.2))

Why is This A Priority?

The goal in education is to maximize our students' ability to be successful after they graduate. This includes empowering students not only with the academic skills, but the executive functioning/essential skills that will support them in their future roles within our community. As our grading practices evolved into a more deliberate focus on how students are applying essential skills in their day to day learning, the conversation on how to effectively integrate these practices into what is already happening in classrooms becomes more important.

What Challenges Make This A Priority?

Elementary students may have limited exposure to real-world work environments and career opportunities. They might not have a clear understanding of different professions, the skills required for specific jobs, and the relevance of their classroom learning to future careers. This lack of exposure can hinder their ability to develop career awareness and make informed choices. Elementary education often emphasizes academic subjects such as math, science, and language arts. While these subjects are crucial, there can be a limited emphasis on developing essential skills such as critical thinking, problem-solving, communication, collaboration, and creativity. Focusing primarily on academic achievement may neglect the development of well-rounded skills that are essential for success in the workforce.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Revise essential skill rubrics to support vertical alignment structured for Professional Workforce Readiness.</p> <p>(Completed May 2025)</p>	<ul style="list-style-type: none"> ● PWR TLI Team ● Maps/guides of essential skills across grade levels 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Revised rubrics for each grade level ● Students set goals on the rubrics in their data notebook and identify steps needed to achieve them. <p>Results:</p> <ul style="list-style-type: none"> ● 80% of the students can create an essential skill goal (student survey) MOY 75% ● 80% of the students discuss essential skill goals with parents during conferences MOY 100%
<p>Develop school wide process to support students' ability to solve conflict using the "conflict wheel".</p> <p>(Completed May 2024)</p>	<ul style="list-style-type: none"> ● School Counselor/Admin ● Conflict resolution curriculum ● Conflict Cone for each classroom 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Students discuss and demonstrate practices to resolve conflict. <p>Results:</p> <ul style="list-style-type: none"> ● The number of students who can resolve conflict will increase 5% on the student climate survey. (peer conflict-82% to 86%; adult conflict 78% to 82%)
<p>Implement a universal, school-wide communication template regarding essential skills to support a partnership and buy in with parents in regards to real-world application.</p> <p>(Completed May 2024)</p>	<ul style="list-style-type: none"> ● PWR TLI Team ● Administration/IC ● PPBEA Resources 	<p>Evidence:</p> <ul style="list-style-type: none"> ● Parent communication template ● Essential skill posters/videos in the parent newsletter <p>Results:</p> <ul style="list-style-type: none"> ● 80% of parents believe it is important to teach

		essential skills in the school setting- MOY 92%
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Culture & Community
Standard 4- School Culture and Environment
Standard 5- Social, Emotional, and Behavioral Health

School Effectiveness Improvement Priority #3:

Preventing Teacher Burnout

Teachers are the heart of the education system, and their well-being is vital. Burnout negatively impacts teachers' mental, emotional, and physical health. By preventing burnout, we prioritize the well-being of educators, ensuring they can maintain their passion, motivation, and job satisfaction. It's essential to remember that preventing teacher burnout requires a holistic approach that involves the entire school community, including administrators, colleagues, and support staff. By prioritizing the well-being of teachers, schools can create a positive and supportive environment that enhances job satisfaction, improves student outcomes, and reduces the likelihood of burnout.

SEF: Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices and school activities (5.2)

Why Is This a Priority?

Drowning in the background of the youth mental health crisis are the forgotten caregivers – educators. Their noble pattern of self-sacrifice is approaching its upper limits, with escalating demands in and out of the classroom. To no surprise, many educators now experience a growing anxiety toward workflow, and even worse, a disconnect with the love of teaching.

What Challenges Make This a Priority?

Teachers in elementary schools often face heavy workloads, including planning lessons, grading assignments, attending meetings, communicating with parents, and participating in extracurricular activities. The pressure to cover a broad curriculum and meet various demands can be overwhelming and lead to burnout. Elementary school teachers are responsible for not only educating students academically but also addressing their social and emotional needs. Dealing with behavioral issues, supporting students with diverse backgrounds and learning abilities, and managing classroom dynamics can be emotionally draining for teachers.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Implement job sharing pathways to reduce individual staff demands and provide a clear start/end of the workday. (Complete May 2025)	<ul style="list-style-type: none"> ● Teacher Burnout TLI team PD ● TLI Learning materials ● Admin, IC 	Evidence: <ul style="list-style-type: none"> ● Teachers describe job sharing for their grade level and the impact job sharing has on their day to day practices. Results: <ul style="list-style-type: none"> ● Staff absences decrease 10% from previous year ● EOY staff survey indicates 80% of the team support job sharing responsibilities.
Mitigate numerous workflow burdens through the skill of triage. (Complete May 2025)	<ul style="list-style-type: none"> ● Teacher Burnout TLI team PD ● TLI Learning materials ● Admin, IC 	Evidence: <ul style="list-style-type: none"> ● Teachers describe the benefit of the triage system ● Individual and grade level triage systems in place based on teacher expertise Results: <ul style="list-style-type: none"> ● EOY staff survey indicates 50% of the staff are utilizing the triage system.
Train staff using evidence-based mindfulness and positive psychology interventions to practice skills to buffer the body's reaction to stress, self-regulation, and the ability to examine thoughts and emotions to support self-care and balance.	<ul style="list-style-type: none"> ● Administration and Mental Health Team ● Mindfulness and Positivity Retreat Team 	Evidence: <ul style="list-style-type: none"> ● Teachers discuss and implement strategies to support mindfulness. Results: <ul style="list-style-type: none"> ● EOY staff survey indicates 50% of our staff practice 1-2 strategies to support mindfulness.

(Complete May 2025)		
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