



Aragon Elementary School's 2023-2024 Mid-Year Progress Report

Dear Aragon Families:

Welcome to the Aragon Mid-Year 2023-2024 Data Update and Reflection. Daily, the Aragon staff members work diligently to engage students in their learning and enhance their social-emotional skills to become productive and thoughtful members of our school community. We believe in the spirit of transparency with our community regarding successes and challenges. The following information is an update on various assessments our students participated in thus far and their results. Using this data helps us understand some of our areas of strength and opportunities for growth.

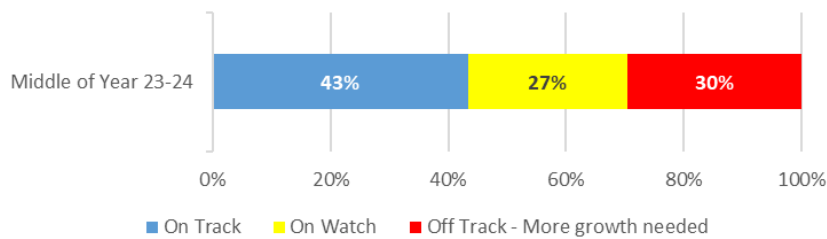
Early Literacy Achievement and Growth (K-3)

How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all grades K-3 students to assess their progress in acquiring early literacy skills. Grades 4 and 5 students are assessed on an as-needed basis. Students are considered:

- **"On Track"** if they are scoring at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- **"On Watch"** if they are scoring at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- **"Off Track"** if they are scoring at below, or well below benchmark with below or well below average growth.

Aragon Elementary School
Percentage of Students at who are On Track, On
Watch, or Need More Growth in Early Literacy
Middle of Year 23-24



The DIBELS literacy data, referred to in the chart to the left, helps Aragon staff understand each student's reading ability, allowing for tailored instruction and support in the identified areas of need.

As shown, 43% of our students are **On Track** to demonstrate expected growth in literacy. Students identified as **On Watch** (27%) or needing **More Growth** (30%) will continue receiving adequate instructional intervention.

Addressing literacy needs is crucial for promoting education and empowering Aragon students. Literacy skills form the foundation for learning, communication, and personal growth.

Aragon addresses ELA achievement and growth using the following strategies:

- **Small Group Instruction:** Students receive targeted small-group reading intervention with our interventionist and classroom teachers.
- **Data Reviews:** Frequent data discussions with staff called PDSAs (Plan-Do-Study-Act) allow us to make frequent instructional changes as necessary.
- **Teacher Collaboration:** PLC (Professional Learning Community) conversations allow us to discuss and plan effective literacy instruction.
- **Literacy Across Content:** Integrating a shared workflow model amongst the Aragon Staff, all teachers, regardless of their teaching content, focus on literacy standards.

Aragon addresses math achievement and growth using the following strategies:

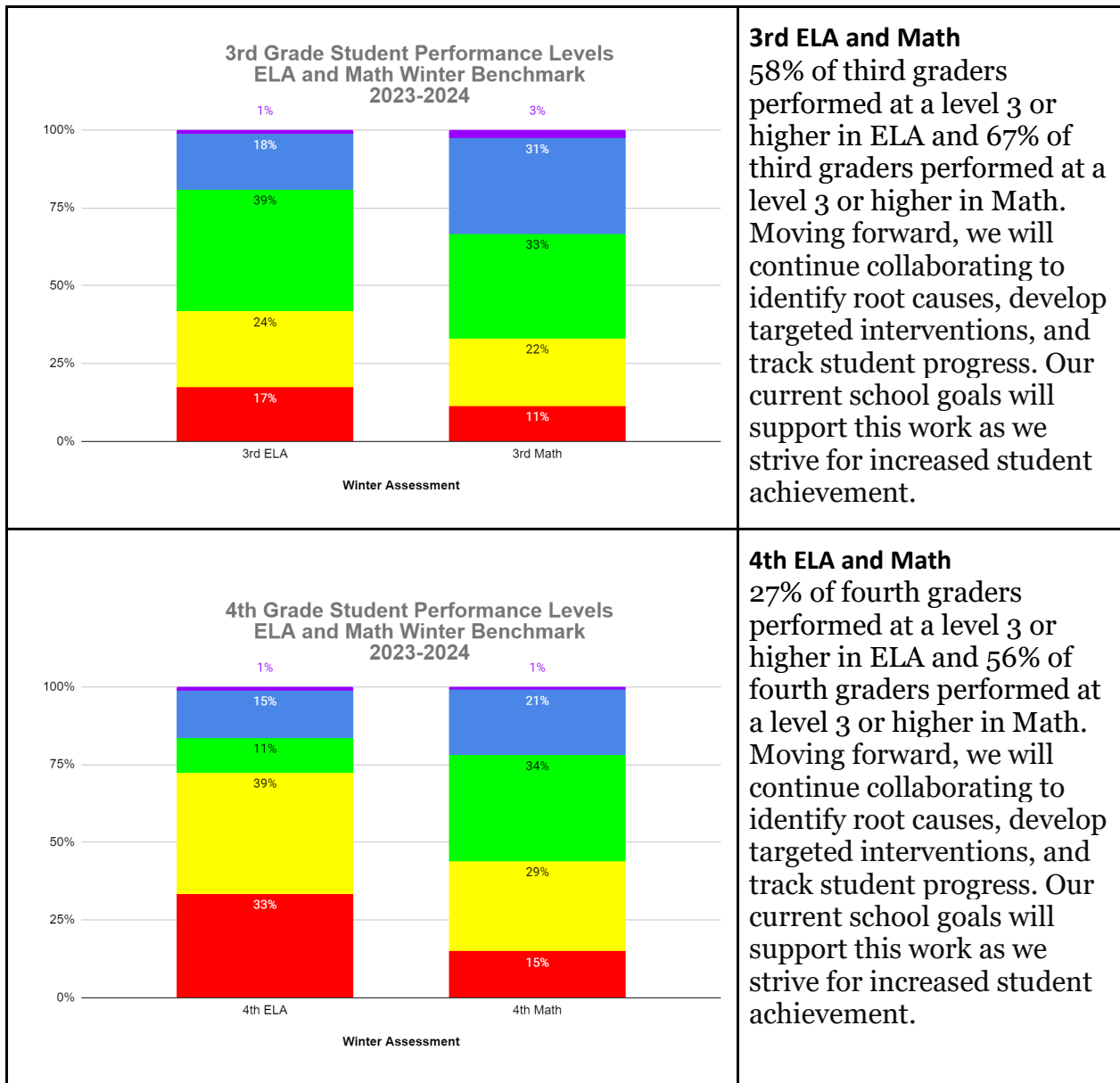
- **Real-World Applications:** Teachers connect math concepts to real-life situations and problems. This helps students understand the relevance and practical applications of their learning, enhancing engagement and retention.
- **Problem-Based Learning:** Teachers present students with real-world problems or scenarios that require them to apply their math knowledge and skills to solve them. This approach encourages critical thinking, problem-solving, and a deeper understanding of concepts.
- **Differentiated Instruction:** Teachers offer different learning activities, resources, and levels of support to accommodate students' abilities, learning styles, and needs. This ensures that all students can access and engage with the content effectively.

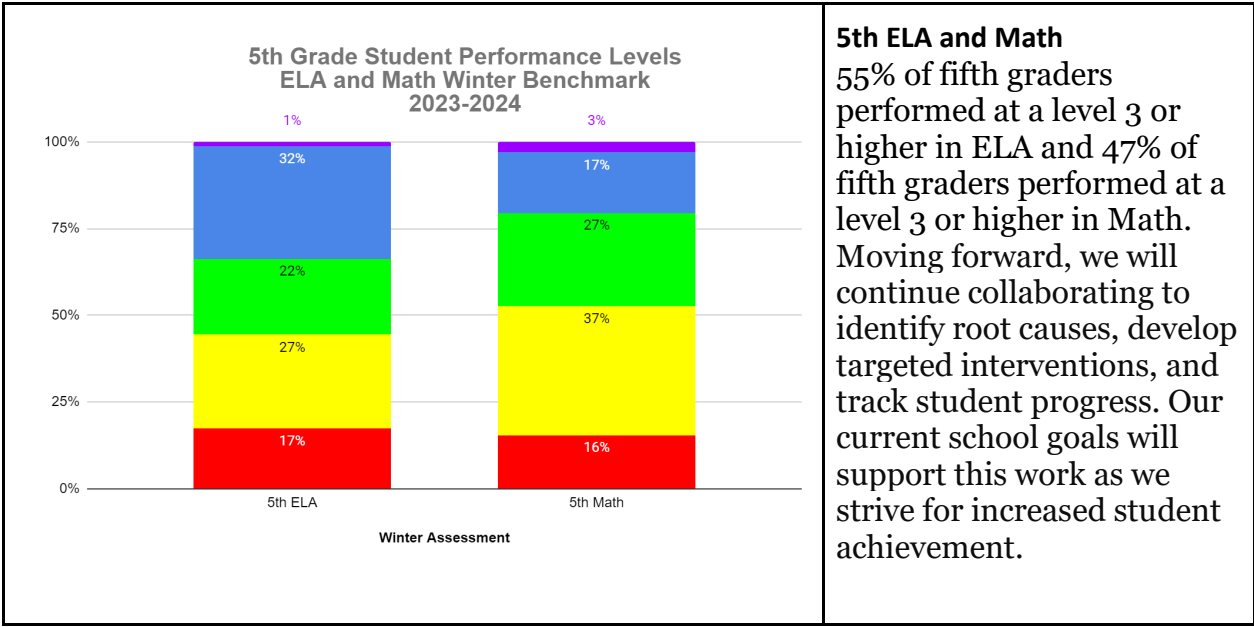
- **Formative Assessment:** Teachers regularly assess students' understanding through various methods, such as questioning, quizzes, or exit tickets. This allows you to identify misconceptions and adjust your instruction accordingly.
- **Collaborative Conversations:** Teachers work to provide opportunities for students to engage in productive struggle and discourse with their peers.

[Additional, grade-specific, early literacy data can be found here.](#)

ELA and Math Achievement

What type of progress did our students make in mastering standards in ELA and Math?

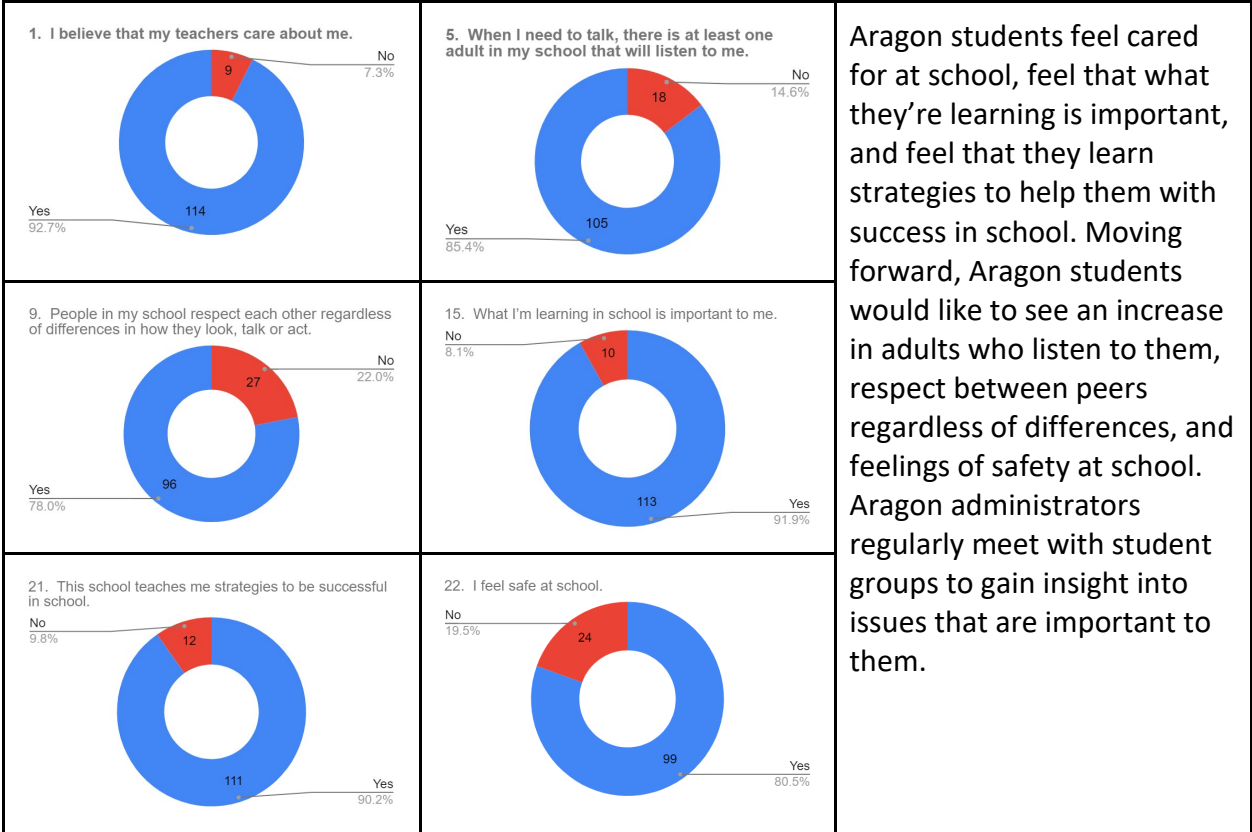




5th ELA and Math
 55% of fifth graders performed at a level 3 or higher in ELA and 47% of fifth graders performed at a level 3 or higher in Math. Moving forward, we will continue collaborating to identify root causes, develop targeted interventions, and track student progress. Our current school goals will support this work as we strive for increased student achievement.

Student Climate Survey Data

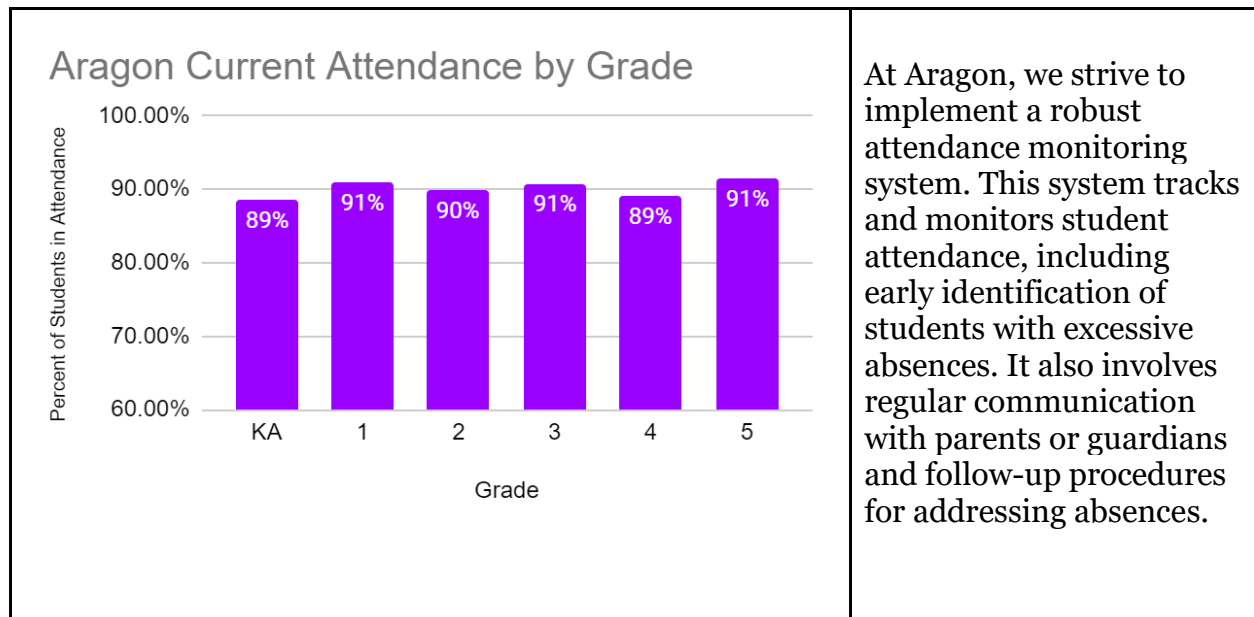
What are students saying about their school and the district?



[Full Student Survey Results](#)

Attendance Data

How are students actively engaged in school?



What are our areas of strength and opportunities for growth in building a strong school community and culture?

Areas of Strength:

- Every Aragon student begins their day with a Morning Meeting and ends their day with a Closing Circle. These practices from Responsive Classroom support a positive classroom atmosphere and increase peer relationships.
- The majority of Aragon's classrooms have Zones of Regulation visuals to help students identify their feelings and have designated "Chill Zones" for students to use when they are feeling escalated.
- Ensuring student safety and promoting value and belonging is crucial for creating a positive and nurturing learning environment at Aragon.
- We implement a comprehensive school safety plan. We develop and regularly update it to address potential threats, including natural disasters, violence, and emergencies. We also conduct monthly safety drills and train staff and students on appropriate procedures.
- Administration provides professional development opportunities for teachers and staff to enhance their knowledge and skills in classroom management, conflict resolution, and trauma-informed practices.

Areas for continued growth:

- We will continue establishing a shared vision and values that engage the school community, including administrators, teachers, staff, students, and parents, in defining a clear vision and core values to guide Aragon's school culture.
- We will promote social-emotional learning (SEL) and incorporate SEL activities into the curriculum. SEL helps students develop essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- We will continue working to regularly review school-wide behavior data, which will allow staff to respond to the changing needs of students and proactively plan a targeted response.
- We will continue to make progress in our goal to establish equitable grading and reporting of progress practices. Aragon will strive to have all students regularly set academic goals and reflect on their strengths and areas of growth.

At Aragon, we encourage parents to get involved in their children's education. Aragon offered a parent forum in October (Grading Proficiencies) and in April (Morning Meetings). Aragon is taking a new approach with our third parent forum in May by incorporating an educational forum opportunity during our STEM night. We hope to see you there and look forward to sharing in discussions about strengths, questions, and suggestions for our students and their experiences at Aragon!

Sincerely,

Mrs. Tracey Landrum – Principal

tlandrum@ffc8.org

719-382-1340