

Aragon Elementary School School Effectiveness Improvement Plan 2024-2025

ACADEMIC LEARNING & PERFORMANCE

Standard 2 - Rigorous and Engaging Instruction

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

School Effectiveness Improvement Priority #1:

Universal Best Instructional Planning and Practices

Aragon staff will provide high-quality, research-based instructional practices, aligning with Colorado Academic Standards in order to improve student academic achievement and growth. Aragon staff will learn, implement and evaluate research-based practices through a comprehensive Professional Learning Community (PLC) process to address the needs of all students to increase student agency and achievement.

Why Is This A Priority?

In the past, Aragon staff presented curricular information in a direct instruction style. Moving forward, Aragon staff will allow more opportunities for the workload and cognitive demand to be shifted to students through more critical thinking and productive struggle tasks. Aragon staff will dive into a deeper understanding of the connection and power that formative assessment practices and data collection can bring to the learning outcomes of students. 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 and increase self-confidence. 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 a self-regulated learner.

What Challenges Make This a Priority?

- Inconsistent use of planning and data collection (formative, interim, summative) to drive instructional decision making on a consistent and regular basis through Professional Learning Communities (PLCs).
- Lack of consistent, timely and effective discourse, questioning, feedback, learning goals, and success criteria that promote higher-order thinking skills, conceptual thinking/understanding and rigor.
- Lack of opportunities for students to peer and self-reflect.
- Lack of staff understanding of student agency.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Teachers will participate in a consistent PLC process accessing SAIL (Student Agency in Learning) modules 2, 3, and 4 (SEF 2.3, 2.4, and 2.5)</p> <p>How to record noticings and implement sense making?</p> <p>What are the learning goals? (learning targets)</p> <p>What is expected of students? (success criteria-exemplars/rubrics)</p> <p>What discourse opportunities will students have?</p> <p>What peer and self-reflection opportunities will students have?</p>	<p>Aragon's PLC shared planning document</p> <p>Curriculum resources and professional development</p> <p>SAIL Modules 2, 3 and 4</p> <p>Notebooks for recording noticings and sense making</p> <p>Administration/Instructional Coach observations</p> <p>Learning Walks (Peer Reflections) with staff three times a year (November, January, and March)</p>	<p>Evidence:</p> <p>PLC agenda and notes documenting planning and professional development.</p> <p>Staff notebooks with noticings and sense making recordings.</p> <p>Teachers will utilize feedback given during observations and through ongoing conversations during PLCs and staff meetings.</p> <p>Formative data practices and documentation.</p> <p>Results:</p> <p>K-5 teachers develop, post,</p>

<p>What feedback is provided to students in the process of learning/after learning</p> <p>How/what is being assessed? (formative/summative)</p>		<p>and collaborate with students around learning goals and success criteria in the majority of classrooms (17 out of 20).</p> <p>Increase teacher percentages in Randa Standard II and III level 3 practices to 90%.</p> <p>Increase teacher percentages in Randa Standard II and III level 4 practices to 50%.</p> <p>K-5 teachers utilize formative assessments to guide real time adjustments to instruction as well as determine next steps of a lesson practiced in the majority of classrooms (17 out of 20).</p>
<p>Implementation of research-based instructional routines and effective engagement strategies: SEF 2.2, 3.1</p> <p>Talk More strategies from <i>Small Moves Big Changes</i></p> <p>Think More strategies from <i>Small Moves Big Changes</i></p> <p>Achieve More strategies from <i>Small Moves Big Changes</i></p> <p>School wide use of QSSSA model</p>	<p>Nancy Motley's <i>Small Moves Big Changes</i> book</p> <p>Staff meeting focus and mini lessons using strategies from <i>Small Moves Big Changes</i> (Talk More, Think More, Achieve More)</p> <p>Administrative feedback designed to align to mini lessons modeled for staff during staff meetings</p> <p>QSSSA model professional development and add to teacher observation cycle</p> <p>Administrative observations and feedback around Nancy Motley's strategies</p> <p>Success Criteria (checklist or rubric) for teacher feedback</p>	<p>Evidence:</p> <p>Staff meeting agendas and notes.</p> <p>Teachers will utilize feedback given during observations and through ongoing conversations during PLCs and staff meetings.</p> <p>Results:</p> <p>Majority of classrooms will implement strategies from <i>Small Moves Big Changes</i> (17 out of 20).</p> <p>Increase teacher percentages in Randa Standard II and III level 3 practices to 90%.</p> <p>Increase teacher percentages in Randa Standard II and III</p>

		<p>level 4 practices to 50%.</p> <p>Majority of classrooms will implement the QSSSA model for class discussions and discourse (17 out of 20).</p>
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ACADEMIC LEARNING & PERFORMANCE

Standard 2 - Rigorous and Engaging Instruction
 Standard 3 - Assessment *as, of, and for* Learning
 Standard 6 - Home, School, Community Partnerships

School Effectiveness Improvement Priority #2:

Multi-Tiered Systems of Support

Aragon strives for our school culture to positively impact students' sense of belonging, community, well-being, safety and self-confidence. A positive school culture can improve a students' ability to learn by building strong relationships among students and teachers and perseverance skills to work through academic challenges. To ensure a healthy sense of academic and behavioral agency, staff and students will learn and implement differentiated interventions to support student agency and strategies to self-regulate.

Why Is This A Priority?

Aragon teachers are continuing to develop appropriate and sensitive response protocols to academic gaps and inappropriate student behaviors. Academically, Aragon is in the process of implementing a PDSA (Plan, Do, Study, Act) model in all content cores to assess and identify students with significant achievement gaps. Aragon is accessing a school wide social emotional learning program to support all students at a Tier I level system in addition to targeted interventions for students that may need additional behavioral support. Aragon staff members are trained in Responsive Classroom practices and will continue to learn, implement, and engage in essential skills instructional practices.

What Challenges Make This a Priority?

Aragon staff members continue to analyze, identify, and fulfill building wide academic and social emotional needs through Tier I and intervention measures. Administration and staff continue to explore how to integrate formative assessment practices in order to establish unified processes for identifying students that would benefit from academic or behavioral interventions to support their personal success and growth. Social emotional needs continue to rise and have a detrimental impact on academic achievement and success.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Implementation of Tier 2 interventions in Reading, Writing, and Math using the PDSA model: SEF 2.4, 6.1</p>	<p>Use of DIBELS 8 for to assess and progress monitor acquired literacy skills</p> <p>Literacy intervention resources: OG, Amplify, & Wonders</p> <p>Use of rubrics to assess and progress monitor writing skills</p> <p>Writing intervention resource Wonders assessments, school wide writing prompts (3X a year)</p> <p>Use of Equip and AVMR to assess and progress monitor mathematical reasoning and skills</p> <p>Math intervention resources: AVMR, Zearn, and Equip</p> <p>Professional development with Eureka Math trainer in September and October of 2024 (2 days)</p> <p>Create and embed meaningful formative assessments and</p>	<p>Evidence:</p> <p>Professional Development around PDSA for all PD days this calendar year.</p> <p>Use of PDSA model to track intervention effectiveness.</p> <p>Data collection from teachers (Unit assessments, OG assessments, DIBELS, writing samples, Equip, module assessments, AVMR, and noticings).</p> <p>Results:</p> <p>Tracking academic intervention data through a 10 week PDSA review cycle and adjusting 100% of plans based on analysis of PDSA forms to determine intervention effectiveness and challenges (absences, behavior).</p> <p>Increase teacher effectiveness to 50% or more in levels 3 and</p>

	<p>use of the data for Reading, Writing and Math interventions</p> <p>Implementation of PDSA model across all core areas (ELA, Math, and Writing)</p> <p>PDSA cycles every 10 weeks (August, October, January, & April)</p> <p>Develop a referral flowchart for teacher reference and consistency</p>	<p>4 in Randa standards I, II and III.</p>
<p>Continue to develop and enhance Aragon's MTSS system (Tier I, II, and III) to support student behaviors. SEF 2.4, 6.1</p>	<p>Behavior Solutions resource and TLI team (Tier I, II, and III)</p> <p>Built in time for social emotional lessons each day (Everyday Speech, Tier I)</p> <p>School wide Expectation Rotations 3x a year (August, January, & March, Tier I)</p> <p>Zones of Regulation lessons monthly from school counselor (Tier I)</p> <p>Kid Talks weekly tracker completed by each grade level, related arts, and AN (Tier I & II)</p> <p>Monthly focus school wide to address Tier I deficit from weekly tracker (Tier I)</p> <p>Use of Boys Town skills for monthly school wide skills (Tier I)</p>	<p>Evidence:</p> <p>Training for staff on referral process and MTSS system</p> <p>Referral flowchart for teacher reference and consistency</p> <p>Data collection from teachers (Observations, ABC chart, Forced Choice Assessment, Weekly Tracker)</p> <p>MTSS interviews and observations with students for feedback around hallway expectations, cafeteria expectations, and gator bucks.</p> <p>Observation data from Dean and Learning Walks (peer reflections) with MTSS members.</p> <p>Analysis report of data</p>

	<p>Recognition of students from each classroom that consistently demonstrate the monthly skill</p> <p>Schedule built out to review plans and interventions for students every 6-8 weeks.</p> <p>Effective use of data-based systems through the application of problem solving and decision making at all tiers for students' social emotional needs</p>	<p>collected from interviews and observations of hallway expectations, cafeteria expectations and gator bucks to be shared with staff at April PD day.</p> <p>Results: Staff use the MTSS referral protocol flowchart to determine best response to student needs and behaviors in 75% of learning environments.</p> <p>Tracking MTSS intervention data through a 6-8 week review cycle and changing interventions when needed on 100% of student MTSS plans.</p>
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