

Mountainside 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:

Staff will ensure that the PLC process (Professional Learning Community) centers on recurring cycles of collective inquiry and action research.

Why Is This A Priority?

Focusing on collaborative inquiry and action research in schools allows teachers to regularly assess and adjust instructional strategies through data-driven discussions, leading to improved student achievement. It promotes reflective practice, where teachers engage in self-assessment and peer feedback, enhancing their teaching methods. By fostering collaboration, teachers can pool expertise to address common challenges, thus ensuring responsiveness to student needs. This cyclical approach creates a system of continuous learning and sustainable improvement, empowering teachers to take ownership of their development and actively contribute to student success.

What Challenges Make This a Priority?

Diverse Student Needs-Mountainside serves students with a wide range of academic abilities, learning styles, and social-emotional needs. Teachers must differentiate instruction to meet these varying needs. Collective inquiry and action research allow teachers to share strategies and assess interventions that work for diverse learners.

Achievement Gaps-Mountainside faces persistent achievement gaps among students based on factors such as socioeconomic status, race, language barriers, or learning disabilities. PLCs focusing on data-driven action research help teachers identify gaps in performance and collaboratively develop targeted interventions to close those gaps. Regular reflection ensures these strategies are refined over time.

Teacher Isolation-Elementary teachers often work in isolation, which can limit their access to peer feedback and support. This isolation can hinder growth and lead to a lack of shared best practices. PLCs provide a structured opportunity for collaboration, allowing teachers to break out of their individual silos. This fosters a culture of teamwork, professional growth, and shared responsibility for student success.

Curriculum Changes-New curriculum implementation can overwhelm teachers and lead to inconsistent implementation across classrooms. Action research in PLCs helps teachers collectively unpack and implement changes, ensuring consistent and effective application. It allows them to assess the impact of new strategies and make informed adjustments.

Inconsistent Instructional Practices-Variability in teaching practices from one classroom to another can result in uneven learning experiences for students across the school. By focusing PLCs on inquiry and action research, schools can standardize and elevate instructional practices. Teachers can collaborate to identify successful techniques and ensure consistency across grade levels.

Data Overload Without Application-Teachers may have access to a lot of student performance data but struggle to effectively use that data to inform instruction or make real-time changes in their practice. PLCs focused on collective inquiry guide teachers in analyzing data meaningfully and using it to drive instructional decisions. Action research cycles ensure that data is not just collected but applied in a way that directly improves student outcomes.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
All grade level and	SAIL Memberships for staff	Evidence: Peer walkthrough

<p>specials teachers will complete S.A.I.L. (Student Agency in Learning) training. These modules focus on: Formative Assessment, Student Agency, Eliciting and Interpreting Evidence, Using Learning Goals and Success Criteria, and Responding to Evidence to Guide Next Steps in Learning.</p> <p>Staff will work together to build a revised philosophy of PLC at Mountainside. This philosophy will include the actions of teachers and students in the PLC process and also highlight the benefits of the refined process for all stakeholders.</p>	<p>Reflection notebooks</p> <p>Allotted time for SAIL modules</p> <p>PLC Norms to promote a safe environment</p>	<p>feedback will highlight SAIL practices in action.</p> <p>Through using SAIL strategies, teachers will build student agency by allowing students to have productive struggle and student discourse throughout the learning process.</p> <p>Teachers will align the rigor match between standards/proficiency scales, formative/summative assessments and target types, and lesson plans to be sure opportunities are present for students to achieve at a level 4. This requires an increased depth of planning for each unit of study.</p> <p>During PLC, teachers will identify strategies and methods for providing feedback to students based on success criteria..</p> <p>Staff will co-create SAIL-aligned PLC success criteria to guide formative and summative assessment, instructional decision making, and classroom feedback processes.</p> <p>Results: Overall 45% of staff achieving an average of at least level 4 on standards 1-3 on the teacher effectiveness rubric</p>
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		<p>(baseline-36% for 23-24 school year).</p> <p>5% reduction in the percentage of students with a Significant Reading Deficiency (SRD) from the beginning of the year to the end of the year.</p> <p>Through admin classroom observations, admin will see evidence of students regularly using success criteria and exemplars for self-evaluation and peer evaluation.</p>
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ACADEMIC LEARNING & PERFORMANCE

Standard 2 - Rigorous and Engaging Instruction
 Standard 3 - Assessment *as, of,* and *for* Learning

School Effectiveness Improvement Priority #2:

Teachers will provide research-based small group instruction for students in English Language Arts.

Why Is This A Priority?

Small group instruction allows teachers to differentiate lessons based on individual student needs, providing targeted support for struggling learners and enrichment for those who excel. This approach helps close achievement gaps for students from low-income backgrounds, English language learners, and those with learning disabilities by offering tailored, research-based interventions. It fosters higher student engagement by creating a more intimate learning environment where students feel comfortable participating. Additionally, teachers can provide immediate feedback and assessment in small groups, ensuring misunderstandings are addressed early and skills are mastered before progressing further.

What Challenges Make This a Priority?

Diverse Literacy Levels-Students at Mountainside have varying levels of reading and writing proficiency. Some may be advanced readers, while others are just beginning to decode words or struggle with basic comprehension. Small group instruction allows teachers to address the wide range of literacy levels in the classroom by tailoring lessons to meet individual student needs. Without this focus, students at both ends of the spectrum may not receive adequate support, widening the achievement gap.

Social-Emotional Challenges Impacting Learning-Social-emotional issues, such as anxiety, attention difficulties, or lack of confidence, can interfere with students' ability to focus and succeed in reading and writing. Small group instruction creates a more supportive, less intimidating learning environment, allowing students who may struggle with social-emotional challenges to receive the help they need. This personalized attention can help build confidence and motivation, which positively impacts their literacy progress.

Inconsistent Reading Habits-Not all students have equal access to reading resources or support at home, which can create disparities in literacy development. Research-based small group instruction provides a consistent, structured opportunity for all students to engage with reading and writing, regardless of their home environment. This compensates for any lack of outside support and ensures that all students are developing the necessary literacy skills.

Turnover of students-Students at Mountainside typically stay for a period of 24-36 months. This makes vertical projects and institutional memory difficult to sustain.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Clarify Tier 1 expectations for small group ELA instruction:</p> <ul style="list-style-type: none"> ● Needs-based ● Standards-aligned ● Research-based ● Fluid groupings <p>Launch PDSA process (Plan, Do, Study, Act) with Special Service</p>	<p>OG materials</p> <p>Data analysis tools</p> <p>PDSA collaboration time</p> <p>PDSA forms completed in a timely manner</p> <p>PDSA Meeting protocol</p> <p>Students of Concern document</p> <p>Google Drive for SPED</p>	<p>Evidence:</p> <p>Protected Whole Group instruction time (with no pull out supports)</p> <p>Use the adjusted phonics scope and sequence (K-2) with Orton Gillingham strategies.</p> <p>Alignment of small group instruction with Special Service Providers that includes</p>

<p>Providers. These PDSA meetings will occur every 6-10 weeks and will follow a structured meeting protocol that allows for:</p> <ul style="list-style-type: none"> • Data-based and collaborative decision making • Student-responsive intervention • Alignment of supports 	<p>providers to update IEP goal progress</p> <p>Periodic SPED/Gen Ed collaboration time to more formally discuss student progress</p>	<p>purposeful Student of Concern discussions.</p> <p>Targeted instruction based on group needs and progress/formative data</p> <p>Results: The percentage of students that successfully complete each PDSA cycle will be tracked, with a goal of 80% of students successfully meeting their PDSA goals every 6-10 weeks.</p> <p>5% reduction in the percentage of students with a Significant Reading Deficiency (SRD) from the beginning of the year to the end of the year.</p>
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ACADEMIC LEARNING & PERFORMANCE

Standard 4 - School Culture and Environment
Standard 5 - Social, Emotional, and Behavioral Health

School Effectiveness Improvement Priority #3:

Staff will assess and adjust school-wide systems to support positive student behavior and social emotional safety.

Why Is This A Priority?

Consistent systems for promoting positive behavior and social-emotional safety create a school environment where all students feel safe, valued, and included. When students feel emotionally secure, they are more likely to engage in learning and achieve academically.

What Challenges Make This a Priority?

Increasing Behavioral Issues- Mountainside faces incidents of disruptive behaviors, such as defiance, aggression, or lack of self-regulation, which can affect the entire learning environment. Addressing these behaviors through effective, school-wide systems helps create a more orderly and productive learning environment, reducing disruptions and allowing all students to thrive academically and socially.

Diverse Student Needs-Students come from different backgrounds and bring a wide range of social, emotional, and behavioral needs to school. Some may experience trauma, anxiety, or learning disabilities that impact their ability to function well in a traditional school environment. A one-size-fits-all approach to behavior and social-emotional support is insufficient. Schools need systems that can be adjusted to meet the unique needs of all students, ensuring equity and support for every learner.

Bullying and Peer Conflict-Bullying, peer conflicts, and social exclusion are common in elementary schools, negatively impacting students' emotional safety and overall school climate. By assessing and adjusting systems, schools can implement anti-bullying programs, conflict resolution strategies, and other proactive measures to create a safer and more inclusive environment.

Family and Community Stressors-Outside stressors, such as family instability, poverty, or exposure to violence, can contribute to behavioral and emotional difficulties in school. Schools must be able to assess and adjust systems to provide additional supports, such as counseling or community resources, to help students cope with external challenges and ensure a stable, supportive environment within the school.

School Climate and Culture-Negative school climate, where students feel unsafe or unsupported, can lead to increased behavioral problems and decreased academic performance. A positive school climate that prioritizes social-emotional safety and respectful behavior is essential for student engagement, attendance, and overall academic success. Regularly assessing and adjusting systems helps maintain a culture of inclusivity, respect, and emotional support.

Student turnover-Students typically attend Mountainside Elementary School for 24-36 months before their parents are transferred to another duty station. This turnover makes it difficult to create long-term relationships with families and peers to establish that sense of belonging with students over time.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Staff will provide clear expectations for students across all school settings.	PBIS Matrices posted	Evidence: Whole school action steps will be determined through the

<p>Staff will recognize and reward positive student behavior across all school settings.</p> <p>Through the work of the Prevention Team, trends in behavioral data will be monitored and discussed by the team each month.</p> <p>Through the work of the Behavior Mental Health Team and MTSS process, individual student support plans will be developed and monitored for those students that need more intensive support. Parents will be involved in the development and monitoring of such plans.</p>	<p>Teach-to document</p> <p>PBIS Rewards membership and training</p> <p>Behavior binders for staff</p> <p>Chill zone and Zones of Regulation materials</p> <p>Monthly data reports (Behavior passes, office referrals, PBIS Rewards)</p> <p>Behavior Solutions text from Solution Tree</p>	<p>data analysis and brought back to the staff.</p> <p>Team meeting agendas and minutes</p> <p>Collection of staff feedback</p> <p>Evidence of schoolwide adjustments to practice based on the work of the Prevention team.</p> <p>Results:</p> <p>Mountainside will decrease suspensions by at least 50% when compared to previous school year. (Baseline 25 suspensions 23-24 school year).</p> <p>Mountainside will increase student climate survey rating in the area of Belonging by at least 5% when compared to previous school year. (Baseline 90% students rated high in belonging 23-24 school year).</p>
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