

Jordahl Elementary School School Effectiveness Improvement Plan 2024-2025

ACADEMIC LEARNING & PERFORMANCE

Standard 1 - Standards - Based & Continuous Improvement Planning
Standard 2 - Rigorous and Engaging Instruction
Standard 3 - Assessment *as, of, and for* Learning

School Effectiveness Improvement Priority #1:

Rigorous and Engaging Instruction: Instructional staff implements a tiered system of support and intervention in response to student learning needs (SEF Indicator 2.4)

A tiered system of support and intervention includes differentiated instruction based on consistent, informal and formal assessment methods and student outcomes.

Instructional staff will use data to provide students differentiated instruction using a PDSA document to track, and then provide aligned choices of learning to advance in their learning progression.

Why Is This A Priority?

Based on local and state data, academic student growth has increased due to the implementation of PDSA cycles. In order for students to continue to grow on an individual level, the continuation of PDSA cycles need to be in place with an increased knowledge and application of research-based instructional intervention strategies. Equally important, staff need to provide students with academic choices that align to their PDSA goal to advance their learning within the identified gap. Allowing students the agency to choose will increase the probability that students will be more successful.

What Challenges Make This a Priority?

Teachers generally provide tasks for students:

Teachers need to have time and opportunity to plan appropriate choices for interventions that are differentiated, aligned to their PDSA goal, and of high interest to gain student buy-in and academic advancement at students' own pace.

Staff currently do not feel confident in their knowledge or application of research-based instructional interventions in ELA and math:

Teachers need professional development and time to apply their knowledge of research-based instructional interventions in ELA and math.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Action 1: Implement differentiated, research-based interventions while using a PDSA document to track and evaluate student growth in ELA, math, and behavior/SEL:</p> <p>In August, K-5 and special education staff will be trained in AVMR to gain knowledge in research-based math interventions.</p> <p>During weekly PLCs, and completion by the end of the year, K-5 and special education staff will be trained in The Science of Reading to gain knowledge in research-based ELA interventions.</p> <p>During the May TLI strand, a teacher leadership team will outline steps for behavior in tier 1, 2, and 3 and define/create a system for the use of PDSA's within the system of MTSS.</p> <p>(Differentiation is based on consistent, informal and formal assessment methods, and student outcomes. SEF indicator 2.4; at the school.)</p>	<p>Professional development for teachers on AVMR and The Science of Reading during PD days and during PLCs all year long.</p> <p>Professional development on the use of AI to generate student choice boards that align with PDSA and READ plan goals.</p> <p>TLI strand "Behavior Solutions" (resource book)</p> <p>Principal and assistant principal.</p> <p>Laurie Noblitt- Early literacy expert.</p> <p>Amplify</p>	<p>Evidence:</p> <p>All K-5 and special education math teachers will be trained in AVMR 1.</p> <p>All K-5 and special education ELA teachers will be trained in The Science of Reading. .</p> <p>MTSS DC's will refine current behavior systems to include consistent and well-defined tier 1, 2, and 3 behavior interventions to include PDSA tracking.</p> <p>Results:</p> <p>65% of students in K-5 will have "average" or above growth from BOY to MOY Dibels benchmark as compared to 62% in the 23-24SY.</p> <p>83% of students in K-3 will have "average" or above growth from BOY to EOY Dibels benchmark as compared to 80% in the 23-24SY.</p> <p>CMAS ELA Achievement: Students in the "free and reduced lunch" group will increase achievement to the 50th percentile as compared</p>

		<p>to the 32nd percentile on the 23-24SY CMAS test.</p> <p>CMAS Math Achievement: Students in the “free and reduced lunch” group will increase achievement to the 55th percentile as compared to the 49th percentile on the 23-24SY CMAS test.</p> <p>Illuminate ELA Growth: 49% of students in the “Does Not Yet Meet” band in MOY ELA illuminate will move to the “Approaching” or above band on the EOY Illuminate as compared to 43% in the 23-24SY.</p> <p>Illuminate Math Growth: 20% of students at MOY Illuminate Benchmark in the “Partially met” band will move to the “met” band at EOY Illuminate Benchmark, as compared to 14% in the 23-24 SY.</p>
<p>Action 2: Provide students choices based on classroom formative assessment data:</p> <p>K-5 and special education staff will use a system and AI to create academic student choice (choice boards, workstations, etc.) that is aligned to their PDSA and READ Plan goals.</p> <p>(Student choice is provided based on classroom formative</p>	<p>A system/checklist is developed by K-5 and special education teachers to ensure alignment and expediency of developing PDSA, READ plan, and student choice goals.</p> <p>ChatGPT</p>	<p>Evidence:</p> <p>Teams will use a system/checklist and the use of AI during PLC/PD time to align PDSA interventions, Read plan goals, and intervention choices for students in order to increase the frequency and duration of the intervention.</p> <p>Results:</p> <p>Teams will have successful</p>

<p>assessment. SEF indicator 2.4; in the classroom)</p>		<p>implementation as shown by:</p> <p>85% of K-5 students will meet all four PDSA cycle goals by EOY as compared to 82% in the 24-25 SY.</p> <p>83% of students in K-3 will have “average” or above growth from BOY to EOY Dibels benchmark as compared to 80% in the 23-24SY.</p> <p>Illuminate ELA Achievement: 3rd, 4th, and 5th grade students will increase their percentage of “Met or above” students by 5%. 3rd grade: 57.8%-62.8% 4th grade: 45.7%-50.7% 5th grade: 51.2%-56.2%</p>
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School Effectiveness Improvement Priority #2:

Instructional staff explicitly teach students how to apply assessment data results to refine their work, plan next steps, and monitor their progress (SEF indicator 3.3)

Student agency encourages students to actively engage in monitoring their own learning, use feedback from the teacher, themselves, and peers to determine next steps, set individual learning goals, and implement feedback to achieve their learning goal. Implementing feedback takes a mature learner who has the skills and fortitude to continue the work for improvement. This process focuses on the role of the student as the critical connector between assessment and learning.

Why Is This A Priority?

Teachers and students at Jordahl understand success criteria, how to meet the success criteria, and how to provide or receive feedback. Students need the skills and maturity to act upon the feedback after receiving it to continue their progression toward mastery. They need to be good consumers of feedback and decipher between feedback that will help them to meet their goal and feedback that is ineffective. Students need to be taught the skills and have the opportunities to receive feedback and then act upon that feedback.

What Challenges Make This a Priority?

Inconsistent systems for reflecting on the feedback a student receives:

Teachers must develop systems that can be added to “Stars and Steps” feedback that allow and require a student to reflect upon the feedback they have received from themselves, a teacher, or a peer.

Inconsistent systems for feedback implementation:

Teachers must develop a system that requires a student to justify why or why not they will use the feedback that they received.

Current systems lack follow-through to check for feedback implementation:

Teachers need to develop a follow-through system that checks the feedback implementation and remeasures mastery.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Action 1: Student reflection and implementation of feedback:</p> <p>First quarter, staff will add a reflection section onto the school-wide stars and steps feedback template and require students to reflect by instructing them how to do so and providing sentence frames where necessary.</p> <p>Second quarter, staff will create a system for students to justify using or not using given feedback. Staff will get an update on school-wide</p>	<p>Star and Step feedback template that includes reflection, justification of use or non use of feedback, and proof of implementation.</p> <p>Professional development through each step.</p> <p>PLC time to “add to” the star and step template.</p> <p>Seven Strategies of Assessment for Learning. Reflection stems Justification stems Implementation checks.</p>	<p>Evidence: Instructional staff will create a school-wide, age appropriate, template(s) for student reflection, justification, and implementation of feedback from “stars and steps”.</p> <p>Students will successfully use the template in its entirety by year’s end.</p> <p>Results: Students will know and be able to reflect, justify, and implement feedback as shown by:</p>

<p>progress on Standard 3, Element B.</p> <p>Third quarter, staff will create a system that checks for successful implementation of feedback. Staff will get an update on school-wide progress on Standard 3, Element B.</p> <p>Fourth quarter, students will feel confident reflecting, justifying, and implementing feedback by using a school-wide system. Staff will get an update on school-wide progress on Standard 3, Element B.</p> <p>(Students engage in learning conversations and peer assessments to explain and question their own thinking. SEF indicator 3.3 in the classroom.)</p> <p>(Students collect and analyze evidence of their own learning to inform the next steps in their learning progression. SEF indicator 3.3 Students.)</p>		<p>Standard 3, Element B on the RANDA rubric of evaluation for teachers, 95% of teachers will achieve a level 3 as compared to 93% in the 2023-2024 SY.</p> <p>Standard 3, Element B on the RANDA rubric of evaluation for teachers, 50% of teachers will score a level 4 or higher as compared to 33% in the 2023-2024 SY.</p>
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School Effectiveness Improvement Priority #3:

Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students (SEF 4.4).

Postsecondary readiness is ensuring that every student is ready for middle school and has hope, as well as a vision, for their future beyond high school. In order to promote hope for the future in an elementary setting, students need to be exposed to future aspirations and experiences for work and hobbies.

Why Is This A Priority?

Postsecondary readiness for students is a top priority at Jordahl Elementary. Students who have a positive vision and hope for their future are more likely to take healthy risks, create goals, and take an active role in their education to meet their goals. They will most likely work endlessly in order to meet their goals if they can connect their learning in school to their future plans.

What Challenges Make This a Priority?

Exposing students to future aspirations, work, and hobbies takes away time from academic learning: Teachers need to be provided with a master schedule and permission to support this important work so that students can work harder and be more focused when academics are happening.

Students do not see how their current academics fit into their future aspirations or work: The lack of exposure to future possibilities leaves students trying to guess how school work fits into their future and the ‘why’ behind doing the work throughout their schooling experience.

Curriculums often stunt passion and creativity for teachers and students:

Teachers are encouraged to dialogue and put their passion into planning mini-courses that expose students to future aspirations, hobbies, and work.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Action 1: Implement a school-wide system for teachers to design and instruct a ‘mini-course’ that they are passionate about in order to expose students to future choices:</p> <p>All teachers will use a school-wide master schedule to teach</p>	<p>Master schedule to support mini courses. Time for teachers to plan the mini course. Communication and sign up for parents and students. Templates for written reflection. Communication about the parent low score of 88% and</p>	<p>Evidence: Students will participate in two different mini courses in order to support their interests, aspirations, and strengths.</p> <p>Teachers will get to teach something they are passionate about for two different mini courses.</p>

<p>a forty-minute mini course over a five day period, two times throughout the year (November and May.)</p> <p>By November 1 and May 1, Teachers will design their mini course with learning targets that include 2-4 Colorado Essential Skills, and connect their course to 1 Academic standard.</p> <p>After each mini course, students will use a template to write a narrative explaining the impact the course had on their future aspirations.</p> <p>(Various activities and events within the school, district, or community engage students in opportunities to explore their interests, strengths, and aspirations. Academic and elective courses are explained and offered to students to support their interests, aspirations, and strengths. Systems are created and time is consistently scheduled within the school day for students to plan, discuss, and document their future goals. SEF indicators 4.3 at the school)</p>	<p>the action steps to increase it.</p>	<p>Systems and time will be created and consistently scheduled within the school day for students to plan, discuss, and document the impact of the mini courses.</p> <p>Results: Students and teachers will affirm the value of postsecondary workforce readiness as shown by:</p> <p>A 5% increase in the student classroom survey statement, “I know what I am learning and why I am learning it and how it connects to my everyday life” (From 90-95%).</p> <p>A 8% increase in the parent survey statement, “I am satisfied with the extracurricular clubs, activities, and events provided by the school” (88-94%)</p>
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