

Abrams 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:

Highly Effective and Rigorous 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. Abrams staff 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 and will provide families with feedback necessary to support student learning at home. (SEF 2.1, 2.4, 2.5)

Why Is This A Priority?

Tier I instruction that is aligned to research and the district plan for instruction ensures that all students have equitable access to high quality instruction. CMAS data from 2024 shows that students at Abrams scored in the “approaching” range in both ELA and Math for student achievement, with the sub group of “students with disabilities” scoring in the “does not meet” range for both content areas. In terms of academic growth on CMAS, Abrams students scored in the “meets” range in Math and “approaching” range in ELA, with no significant deviation in specific subgroup growth. These scores indicate the need to continue to focus on high quality Tier 1 instruction to ensure students can get to “meets” grade level in ELA and Math.

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
- Inconsistent intentional norming practices around evaluation of students' ability to demonstrate performance at standard.

- Inconsistent student discourse, questioning, use of learning targets, and learning tasks that promote higher-order thinking skills, conceptual thinking, and rigor.
- Inconsistent instructional pacing to ensure that all major content is addressed within the school year.
- Inconsistent use of PLC process

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Teachers effectively utilize district approved curriculum/materials to align instruction with the science of reading and writing. (SEF 2.1, 2.4, 2.5)</p>	<ul style="list-style-type: none"> ● Wonders, IMSE/OG, Heggerty, Dibels 8 ● District proficiency scales ● ELA curriculum guide ● 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 Coaches and Instructional Coach) ● Small group diagnostic data ● Tier II and Tier III instructional groupings ● Depth and Complexity (J Taylor) 	<p>Targets:</p> <ul style="list-style-type: none"> ● Teachers follow pacing of Wonders, OG, and Heggerty (as applicable to their grade level) ● All ELA teachers OG trained ● Teachers observe other teachers as appropriate ● Teachers use Swivel to analyze and reflect on their teaching ● Effective use of student discourse through intentional planning and PD as necessary ● Teachers consistently use checks for understanding and formative assessment to guide planning and instruction ● Daily, intentional ELA small groups based on data ● Teachers effectively use DIBELS progress monitoring to ensure growth in DIBELS ● Small group instruction aligned to the student needs as determined on formative data (PDSA/DIBELS and other diagnostics) for both classroom instruction and

intervention

Results:

- 70% of the students in kindergarten, first and second grade demonstrate “typical or above” growth on the EOY DIBELS 8 Benchmark at end of year
- Increase the Median Growth Percentile (MGP) in ELA CMAS from 41st percentile to 50% percentile
- Increase the mean scale score on CMAS ELA from 726.8 to 740
 - Increase the mean scale score of “Students with Disabilities” from 690.4 to 710
- 90% of students will show growth in D8 Benchmark (Illuminate) from Fall to Winter
 - Decrease number of students scoring at Level 1 in 3rd grade from 66.7% to 30%
 - Decrease number of students scoring at Level 1 in 4th grade from 87.8% to 40%
 - Decrease number of students scoring at Level 1 in 5th grade from 64% to 30%
- Administrative and teacher led walkthroughs show increase in effective student discourse, with at least one use of effective student discourse in each walkthrough

<p>Implement effective mathematics teaching practices, including the four part lesson in Eureka and build fluency from conceptual understanding. (SEF 2.1, 2.4, 2.5)</p>	<ul style="list-style-type: none"> ● Great Minds Coaching (2 sessions) ● District proficiency scales ● Math Curriculum Guide ● Instructional Maps ● Instructional Coach/Administration ● Zearn ● Eureka implementation tool (IST) 	<p>Targets:</p> <ul style="list-style-type: none"> ● Appropriate curriculum pacing to ensure all modules and lessons are taught throughout year ● Effective use of student discourse through intentional planning and PD as necessary ● Teachers consistently use checks for understanding and formative assessment to guide planning and instruction ● Teachers utilize the four part Eureka lesson on daily basis ● Daily, intentional math small groups based on data ● Teachers observe other teachers as appropriate ● Increase in observed student discourse through quarterly observations ● Teachers intentionally implement and monitor Zearn use with their students ● Identification and implementation of target goals through Eureka coaching ● Administration will use the IST coaching tool to give teacher feedback ● Teachers use Swivel to analyze and reflect on their teaching <p>Results:</p> <ul style="list-style-type: none"> ● Increase the Median Growth Percentile (MGP) in CMAS Math from 57th percentile to the 60th
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percentile

- Increase MGP in “minority students” from 52nd percentile to 56th percentile
- Increase the mean scale score on CMAS Math from 723 to 735
 - Increase the mean scale score of “students with disabilities” from 702 to 720
- 90% of students will show growth in D8 Benchmark (Illuminate) from Fall to Winter
 - Decrease number of students scoring at Level 1 in 3rd grade from 67.2% to 30%
 - Decrease number of students scoring at Level 1 in 4th grade from 75% to 37%
 - Decrease number of students scoring at Level 1 in 5th grade from 70.7% to 35%
- Administrative and teacher led walkthroughs show increase in effective student discourse, with at least one use of effective student discourse in each walkthrough
- Administrative walkthroughs and observations

		<p>demonstrate that teachers are implementing the four part Eureka lesson with integrity across 90% of lessons</p>
<p>Teachers will specifically use their PLC time to engage in the four step PLC process to include:</p> <ul style="list-style-type: none"> ● Instructional pacing ● Norming on student evidence to meet the content standards ● Analysis of formative data to directly inform short cycle instruction ● Specific planning to overtly include student discourse in every lesson and intentional use of learning target and success criteria <p>(SEF 2.1, 2.4, 2.5)</p>	<ul style="list-style-type: none"> ● Long range PLC planning outlined and communicated with teachers ● PLC observation tool developed and utilized in PLCs to record high quality practices <ul style="list-style-type: none"> ○ strategies for planning ○ strategies for data collection ○ strategies for student discourse 	<p>Targets:</p> <ul style="list-style-type: none"> ● The focus of PLCs is explicitly connected to the 4 step PLC process ● Observations, feedback, and check ins with teachers indicate that instructional pacing is on track and aligned to district proficiency scales. ● Teachers analyze curriculum assessments to inform whole group and small group instruction (unit, module, chapter, topic quizzes, etc) ● Teachers plan discourse opportunities into lessons <p>Results:</p> <ul style="list-style-type: none"> ● Established routines for planning and data PLCs as measured by use of planning document, as appropriate ● Appropriate number of grades in each “grading bucket” in each quarter ● Increase in student engagement as measured through walkthroughs and observations ● Effective use of learning target and success criteria, as measured by teachers consistently and explicitly reviewing them in each lesson, at least once per lesson. ● Increase in effectiveness of PLC cycle, ensuring that 80% of PLCs align to one

		or more of the four steps of the PLC process
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ACADEMIC LEARNING & PERFORMANCE

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School Effectiveness Improvement Priority #2:

Social-Emotional and Behavioral Health

Comprehensive programming ensures all students learn the social, behavioral and affective skills that promote well-being (SEF 5.1). Additionally, social, emotional and behavioral health are integrated into professional development, curriculum, assessment practices and school activities (SEF 5.2).

Student and parent surveys indicate concerns regarding student ability to resolve conflict with peers and adults and with students showing respect for one another. While the 2023-24 school year showed a decrease in office referrals and support calls, there was still a negative impact on student learning and the ability of administrators to serve as instructional leaders. Staff and teacher feedback also note the need for increased behavioral supports, protocols, and systems for students.

What Challenges Make This a Priority?

- Increased office referrals and support calls impact learning of individual students as well as the class
- Need for proactive social-emotional and behavioral interventions as opposed to reactive responses
- PBIS systems are not consistently implemented schoolwide

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Integrate Colorado Essential Skills into daily instruction and practice. (SEF 5.2)</p>	<ul style="list-style-type: none"> ● Calendar of expected Essential Skill lessons ● Exemplar videos/lessons for Essential Skill instruction ● Responsive classroom morning meeting framework ● Morning Meeting instruction ● Counselor and Dean support 	<p>Targets:</p> <ul style="list-style-type: none"> ● Students, parents, and teachers complete Essential Skills survey ● Teachers tie Essential Skills into PBIS (PAWS rewards for Essential Skills/ROAR) ● Teachers use lessons/resources provided by Mike/Emily ● Essential skills integrated into morning meeting using responsive classroom morning meeting framework ● Student use essential skills to problems-solve - observations ● Teachers post current Essential Skill on wall. ● Essential Skills surveys from teachers, parents, and students used to drive counselor’s small group instruction ● Classroom observations will measure evidence of teachers and students practicing Essential Skills, during and outside of Morning Meeting <p>Results:</p> <ul style="list-style-type: none"> ● 90% or more of students will respond positively to questions on student survey regarding their ability to resolve conflict

		<p>and show respect</p> <ul style="list-style-type: none"> ● All classrooms will begin each day with Morning Meeting, including the required components and integration of Essential Skills
<p>Implement proactive and preventative school-wide social-emotional and behavioral interventions (SEF 5.2)</p>	<ul style="list-style-type: none"> ● PBIS flowchart and behavior definitions ● Support call process ● Support cards ● Social contracts ● Think sheets ● Check in check out sheets ● Abrams leadership team ● PAWS ● ROAR store 	<p>Targets:</p> <ul style="list-style-type: none"> ● Teachers use PBIS flowchart to guide discipline decision making ● Teachers use Support Cards as appropriate ● Teachers utilize Support Calls as appropriate ● Teachers implement behavior charts and other behavior interventions ● All classrooms have social contracts ● Utilize Check-in/Check out process for specific students ● Staff intentionally give out PAWS for exemplary ROAR behavior ● ROAR store updated and restructured ● Student of Month awards and assemblies ● Small group needs-based learning groups provided by school psychologist and counselor <ul style="list-style-type: none"> • Needs assessment completed with teachers • Needs assessments completed with students • Groups aligned to identified needs • Community partnership with TESSA

		<p>Results:</p> <ul style="list-style-type: none"> ● Decrease in number of office referrals by 25% from previous school year ● Decrease in support calls by 15% from previous school year ● Improvement in behavior of students in the check in/check out process (as measured by 20% less support calls, office referrals, etc) ● Increase in number of students in small groups with psychologist or counselor by 20% ● All students will have access to shop at ROAR store at a minimum every three weeks.
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ACADEMIC LEARNING & PERFORMANCE

Standard 4 - School Culture and Environment
 Standard 5 - Social, Emotional, and Behavioral Health
 Standard 6 - Home, School, Community Partnerships

School Effectiveness Improvement Priority #3:

Home, School and Community Partnerships

The school and community partner to enhance learning opportunities, social/emotional health, and well-being of students. (SEF 6.1). Additionally, students, families and community members who are engaged and welcomed as valued partners enhance and improve student learning outcomes (SEF 6.2)

Why Is This A Priority?

During the 2023-24 school year, 249 students (out of 386) had 10 or more absences (484 total

enrolled kids throughout the year), which is 64.5%. There is also, in general, a low level of parent engagement at Abrams. When students are not at school, their academic, social-emotional, and behavioral learning suffers. The unique population of Abrams Elementary School requires strong parent and community partnerships in order to ensure regular student attendance.

What Challenges Make This a Priority?

- Transient population due to Army population
- Parents don't understand the importance of attendance
- Lack of parent follow through
- Parents not understanding when to send kids to school (or if family member is sick)

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Provide opportunities for parent engagement in student learning during and after school (SEF 6.1, 6.2)</p>	<ul style="list-style-type: none"> ● The Abrams Post ● Remind messages ● Resources for parent events ● Administration support ● Survey 	<p>Targets:</p> <ul style="list-style-type: none"> ● Hold three Family Learning Walks <ul style="list-style-type: none"> ○ Math/literacy: early November ○ Specials: Jan. ○ Science: March/April ● Hold Student of Month assemblies ● Hold monthly Coffee and Conversation meetings with admin ● Hold Fall and Spring family events <ul style="list-style-type: none"> ○ Fall Festival ● Meet the Teacher

		<p>and Curriculum Night</p> <ul style="list-style-type: none"> ● Provide volunteer opportunities (Book Fair, chaperones, etc) ● Provide daily opportunities for parents to eat breakfast or lunch with their child ● Social media posts ● Parent volunteer interest survey <p>Results:</p> <ul style="list-style-type: none"> ● 30% of families will attend each event. ● Increase in social media posts from previous school year by 20% ● Volunteer log will show minimum of average of 20 hours per month
<p>Improve student daily attendance, including decrease in number of students chronically absent (SEF 6.1, 6.2)</p>	<ul style="list-style-type: none"> ● Administrative support ● Attendance letters ● GOAT ● Certificates 	<p>Targets:</p> <ul style="list-style-type: none"> ● GOAT weekly winner <ul style="list-style-type: none"> ○ Highlight in The Abrams Post and on social media ● Teachers reach out to families daily when a student is absent ● Attendance letters sent in timely manner ● Share attendance data/research with families/connection to grades

		<ul style="list-style-type: none"> ● Student incentive for attending conferences (stuffy, PJs, hat, superhero) ● Grade level incentive earning blocks when hitting 95% attendance on given day ● Quarterly individual awards <ul style="list-style-type: none"> ○ Perfect attendance: treat cart ○ Faithful attendance: treat cart <ul style="list-style-type: none"> ■ 2 excuse d absences, 2 tardies /leave early ■ Send communication to parents about when to send/not send kids to school <p>Results:</p> <ul style="list-style-type: none"> ● Increase daily attendance by 2% ● Decrease in the number of students with 10 or more absences to 150 students or less <p style="text-align: right;">■</p>
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