



School Report 2024-25

Utsalady Elementary



Every student is empowered to learn in an inclusive setting and is prepared for the future of their choice!

Achievement

Our strategic plan drives growth and opportunities by ensuring equitable, standards-aligned instruction and closing gaps with data-driven improvements and assessments.





Utsalady AAP Goals

ELA — Students will develop secure capacity to read grade level text, i.e. skills measured by DIBELS/mClass

Math — Students will improve in their number sense to solve authentic, real-world story problems.

SEL/MTSS — Students will demonstrate persistent self-control/ respect for themselves/others in order to be available to take academic risks and increase their achievement.



What we expect to see ...

Students will develop secure capacity to read grade level text, i.e. skills measured by DIBELS/mClass

1. Decrease in number of students being progress monitored
2. Increase in composite score on DIBELS/MClass
3. Anecdotal evidence of increased mastery from general education teachers



Example of 2 times/year assessing

Students will develop their early reading skills as measured by DIBELS

****End of Year (EOY)
assessment window is
now open***

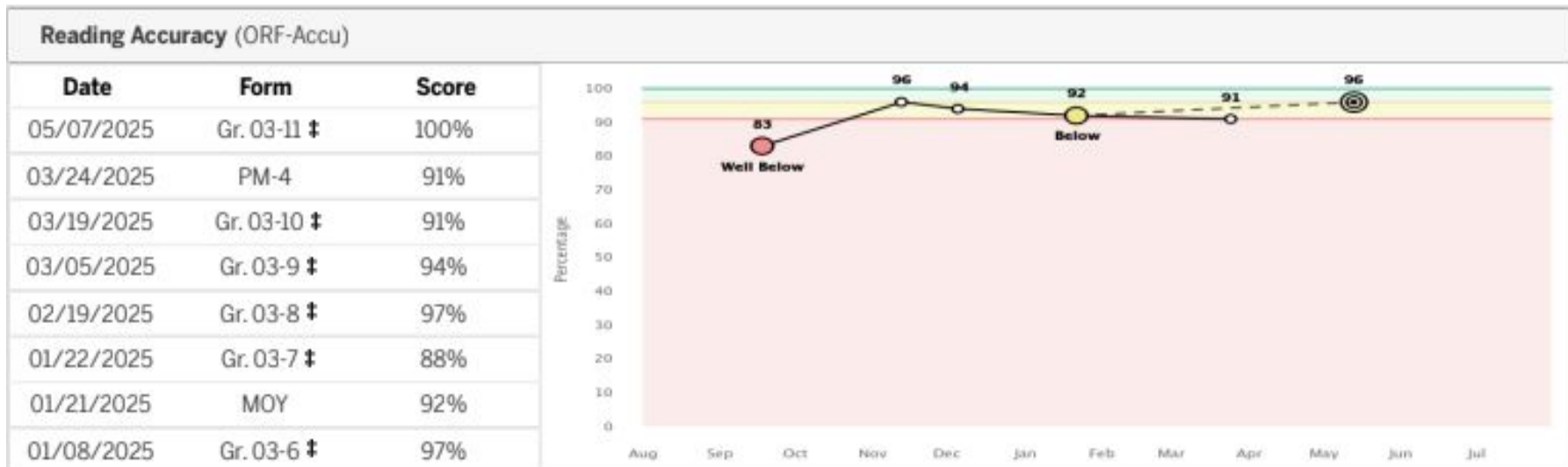


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Progress Monitoring — Example

Involves regularly assessing students' reading skills to track their progress and guide instructional decision. This example shares the progress of a student overtime.



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In Literacy, what we are seeing ...

Students will develop secure capacity to read grade level text, i.e. skills measured by DIBELS/mClass

- ◆ ~80% of students being progress monitored since middle of year are making gains
- ◆ Diverse local progress monitoring assessments that we need to audit - new SIP/AAP
- ◆ EOY administration beginning now



In Math, what we are seeing ...

Students will improve in their number sense to solve authentic, real-world story problems.

- Pivoted to Math Expressions *Performance Assessment* in February

Real-World Applications:

Performance tasks often present students with scenarios that require them to apply their mathematical skills to solve problems in a practical context.

In-Depth Understanding:

They go beyond rote memorization, assessing students' ability to analyze, explain, and justify their mathematical reasoning.

Diverse Task Types:

Performance tasks can include a variety of activities, such as creating models, designing solutions, writing explanations, or making presentations.

Focus on Higher-Order Thinking:

They encourage students to engage in critical thinking, problem-solving, and creative thinking skills.



In Math, what we are seeing ...

Students will improve in their number sense to solve authentic, real-world story problems.

- Pivoted to Math Expressions *Performance Assessment (PA)* in February
 - ½ Day Professional Development/Release time to review PA, plan backwards for unit
 - Instructional Plan and achievement on PA reviewed as whole faculty
 - Vertical Alignment with other grades
 - Alignment with Standards
 - Goal setting for new iteration of [SIP](#) and [AAP](#)



Regarding SEL, what we expect to see ...

Students will demonstrate persistent self-control/ respect for themselves/others in order to be available to take academic risks and increase their achievement.

1. Decrease in number of students being referred for behavior support
2. Increase in anecdotal reporting of improved climate around behavior
3. Increase in teachers effective best practices around coaching for preferred behavior



In SEL, what we are seeing ...

Students will demonstrate persistent self-control/ respect for themselves/others in order to be available to take academic risks and increase their achievement.

- 40% decrease from BOY of total number of weekly referrals documented in Skyward, excluding bus
- Anecdotal reporting from faculty of impact of Responsive Classroom approach
- Faculty Practice Growth on next slide -

Responsive Classroom Practice Growth - Example

Effective Management	Item Score	Domain Score	Summary Explanation
Establishes and reinforces clear routines and procedures	2.00	2.08	Stable In this observation, your school received a mean of 2.08 in the Effective Management domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the stable phase of growth in using Responsive Classroom practices. The stable phase of growth is where growth happens at a constant pace. By this phase, most of the change has occurred, but teachers continue changing steadily as Responsive Classroom practices, knowledge, skills, and dispositions become part of the classroom routine. Effective management is defined as the practices adults use to create a calm, orderly environment that promotes autonomy and allows students to focus on learning. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Routines and Procedures, Interactive Modeling, Teacher Leadership style, Classroom Organization, Giving Clear and Explicit Directions, Visual Cues, and Guided Discovery. The resources recommended for this domain are specifically focused on strengthening and/or deepening the growth of Responsive Classroom practices most closely associated with Effective Management.
Organizes classroom for safety and autonomy	2.10		
Leadership style is assertive, authoritative, and approachable	2.30		
Classroom environment is arranged for maximum learning	1.90		

Thank You!



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