

Aragon Elementary School School Effectiveness Improvement Plan 2026-2027

ACADEMIC LEARNING & PERFORMANCE Standard 2 - Rigorous and Engaging Instruction

2.1: High levels of rigor and student performance are expected outcomes for all Colorado Academic Standards

2.3: Instructional staff implements a standards-based system of instruction in all content areas

2.5: Collaborative planning and effective strategies

2.6: Instructional planning engages students in authentic, relevant, and meaningful learning experiences

School Effectiveness Improvement Priority #1:

Universal Best Instructional Practices

Aragon staff will provide high-quality, research-based instructional practices that align with the Colorado Academic Standards 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, achievement, and active engagement.

Why Is This A Priority?

Aragon is committed to shifting the cognitive load from primarily teacher-directed instruction to student-driven learning experiences that promote deeper understanding. Last year, based on formal and informal classroom observations documented in Randa, on average, 20% of teachers demonstrated level 4 practices (student application of knowledge and skills), thus highlighting a critical area of need.

We will intentionally design and implement lessons that engage students in critical thinking, problem solving, and productive struggle, ensuring that all learners have opportunities to grapple with rigorous content and apply knowledge independently. By fostering a learning environment where students take greater ownership of their thinking, persevere through challenging tasks, and collaborate with peers to construct meaning, we will build the skills necessary for long-term academic success.

To measure progress and ensure success, Aragon will pursue the following goals and targets:

- By Spring 2026, the percentage of students in grades K–5 meeting or exceeding benchmark on DIBELS Composite Scores will increase from 37% (Fall 2025) to 41% (Spring 2026), reflecting improved student ownership of literacy skills through independent application and productive struggle.
- By Spring 2026, the percentage of students in grades 3–5 scoring Met or Exceeded Expectations on CMAS English Language Arts and Math will increase by 5 percentage points compared to 2025 results, supported by instructional shifts toward collaborative, student-driven analysis and problem-solving in literacy and math tasks.
- By Winter 2026, 60% of students below benchmark on the Fall D8 ELA and Math Benchmarks will demonstrate at least one year's growth by mid-year, showing evidence of improved perseverance with standards-aligned, student-driven problem-solving.

What Challenges Make This a Priority?

Equity Gaps: As a Title I school, students may rely heavily on teacher support; without opportunities for productive struggle and independent application, achievement gaps are more likely to persist.

Over-Reliance on Direct Instruction: Heavy teacher direction can limit students' ability to develop critical thinking, problem-solving, and perseverance skills needed for success on state assessments and long-term academic achievement and growth.

Student Engagement: Teacher-driven lessons may reduce opportunities for authentic, meaningful learning, which impacts motivation, ownership, and student confidence as learners.

Instructional Consistency: Inconsistent use of effective strategies across classrooms creates uneven student experiences and widens gaps in readiness for the next grade level.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Per semester, each teacher will set a professional goal of choosing four strategies from Nancy Motley's <u>Small Moves, Big Gains</u>, which they will implement within their planning and embed in their instruction to increase collaboration, critical thinking, and achievement.	Nancy Motley's <u>Small Moves, Big Changes</u> book Half-day professional development based on <u>Small Moves, Big Gains</u> Micro PD sessions using strategies from <u>Small Moves, Big Gains</u> (Talk More, Think More, Achieve More) Administrative feedback designed to align and support micro PD sessions for staff during staff meetings Feedback from classroom observations that is specific to the <u>Small Moves, Big Gains</u> strategies that teachers chose for their goals	During teacher observations, data will reflect teachers using their four strategies in 9 out of 10 opportunities. Teachers will implement feedback from observations, as well as insights gained through PLC and staff meeting discussions, to refine and improve instructional practices. The majority of classrooms will implement strategies from <u>Small Moves, Big Gains</u> (14 out of 16). Increase teacher percentages in Randa Standard I, Level 4 practices from 39% to 50%. (11 out of 23 teachers) Increase teacher percentages in Randa Standard III, Level 4 practices from 0% to 20%. (5 out of 23 teachers)
School administration will provide opportunities for staff to engage with various strategies, collaborate with each other, and observe these strategies in their peers'	One peer "Learning Walk" will be scheduled each semester during teachers' PLC time. Peer observations throughout the year	Teachers will implement feedback from peer observations, as well as insights gained through PLC and staff meeting discussions, to refine and improve

classrooms.		instructional practices.
School-wide implementation of the QSSSA model for a structured routine.	Professional development for the QSSSA model that will be “a look for” during classroom observations	Majority of classrooms will implement the QSSSA model for class discussions and discourse. (14 out of 16)

ACADEMIC LEARNING & PERFORMANCE

Standard 2 - Rigorous and Engaging Instruction

2.4: Instructional staff implements a tiered system of support and intervention in response to student learning needs.

Standard 4 - School, Culture, and Environment

4.1: A culture of high expectations enhances the belief that all students can learn, progress, and achieve.

Standard 5 - Social, Emotional, and Behavioral Health

5.1: Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.

5.2: Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.

School Effectiveness Improvement Priority #2:

Multi-Tiered Social Emotional and Behavioral Processes

Aragon is committed to fostering a positive and inclusive school culture that strengthens students' sense of belonging, community, well-being, and self-confidence. A safe and supportive environment enhances students' readiness to learn by developing their

social-emotional competencies, resilience, and perseverance through academic and behavioral challenges. To ensure alignment with schoolwide behavioral expectations, staff and students will implement differentiated supports and interventions that promote self-regulation, empathy, and positive decision-making. Through intentional modeling, consistent routines, and targeted SEL instruction, Aragon will cultivate a culture where all students feel valued, connected, and empowered to engage successfully in their learning and relationships.

Why Is This A Priority?

As a high-needs Title I school, Aragon serves a diverse student population with varying academic, behavioral, and social-emotional needs. Many of our students face external factors that can impact their readiness to learn, such as economic hardship, limited access to early learning opportunities, or inconsistent home supports. Establishing a consistent, positive school culture with clear behavioral expectations and intentional social-emotional learning is essential to ensuring that every student feels safe, valued, and connected. When students experience a strong sense of belonging and develop the skills to self-regulate and build positive relationships, they are more likely to engage in learning, persist through challenges, and achieve at higher levels. Prioritizing this work aligns with Aragon's mission to provide equitable learning experiences and ensure that all students—regardless of background—have the skills, confidence, and support necessary for long-term academic and personal success

To measure progress and ensure success, Aragon will pursue the following goals and targets:

- By May 2026, Aragon will implement a fully aligned tiered system of behavioral supports with 100% of staff trained in Tier I and Tier II expectations, resulting in a 20% decrease in Tier II behavior referrals from the 2024–25 baseline.
- By May 2026, at least 85% of students will demonstrate growth in self-regulation and relationship-building skills as measured by the district SEL screener and teacher observation survey, and 100% of classrooms will show evidence of SEL instruction embedded within weekly lesson plans.

What Challenges Make This a Priority?

Equity Gaps:

Aragon serves students who often experience external factors such as poverty, trauma, and mobility, which impact emotional regulation, attendance, and readiness to learn.

Without consistent SEL instruction and equitable access to behavioral supports, these students are at greater risk for disengagement, discipline referrals, and reduced academic progress.

Inconsistent Implementation of Behavioral Systems:

Behavioral expectations and intervention practices vary across grade levels and classrooms, leading to uneven student experiences. This inconsistency creates confusion for students, reduces predictability, and limits the effectiveness of Tier I and Tier II supports across the building.

Student Regulation and Social Skills Development:

An increasing number of students enter school with limited social-emotional skills, reduced frustration tolerance, and difficulty managing peer conflict. These gaps in self-regulation skills often result in off-task behavior, emotional outbursts, and a decrease of instructional time.

Staff Capacity and Alignment:

While staff are deeply committed to student success, varying levels of experience with SEL instruction, restorative practices, and tiered behavior supports impact the consistency of implementation. Additional training and structured collaboration are needed to ensure alignment between classroom practices and schoolwide systems.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Implementation of Tier 1 Social, Emotional, and Behavioral Action Steps		
Aragon Leadership Team attended a 3-day Responsive Classroom Training in June of 2025. The Aragon Administrative Team will lead 4 days of professional development in August 2025, outlining Responsive Classroom Tier I school-wide strategies.	Resources to support Responsive Classroom implementation, such as chimes, books, and engagement materials. Responsive Classroom skills developed and practiced by all Aragon staff members: • Morning Meeting • Closing Circle • Interactive Modeling • Guided Exploration • Energizers • Interactive Learning Structures	Morning Meeting and Closing Circle will be observed in 14 out of 16 classrooms daily. During observations, data will reflect teachers using Interactive Modeling, Guided Exploration, Energizers, and/or Interactive Learning Structures in 14 out of 16 classrooms.

Everyday Speech lessons are taught weekly for all grade levels and utilize pre- and post-assessments for student self-reflection, in conjunction with teacher observation surveys.	Subscriptions to Everyday Speech for all classroom teachers. One hour, Everyday Speech professional development session for all teachers by May of 2026.	Everyday Speech lessons are accessed through Morning Meetings once a week in 100% of classrooms. By the end of the school year, 90% of classrooms will administer the pre- and post-assessments from Everyday Speech, and 80% of students will demonstrate measurable growth in their ability to identify emotions, use coping strategies, and self-regulate during learning and social interactions.
An administrator responder schedule will be created to ensure support for Tier I and II disruptions to learning environments. Create consistent response protocols for Tier I disruptions in all learning environments.	The administrator's responder schedule is shared with all staff members. Response protocols shared with the administrative team.	At the end of each quarter, a survey will be sent to teachers to collect feedback on the implementation of Tier I practices and processes.
Continue to enhance Aragon's MTSS system (Tier II and III) to support student behaviors		
Every Thursday, grade-level teams and related arts complete a behavior tracker. Bi-weekly Kid Talks to review students on trackers. Implementation of Tier II Behavior Academies. School wide monthly essential skill challenges, incentives, and celebrations.	Weekly Behavior Tracker shared with teachers and the administrative team. Behavior Solutions and Behavior Academies resource books (Tier I, II, and III) Create and train a Behavior Academies Team. Schedule Kid Talks bi-weekly in the school calendar. Monthly challenge prizes ordered and celebrations planned for the	By the end of the year, at least 80% of students who have an intervention, participated in a Behavior Academy, or have a behavioral MTSS plan will decrease the frequency of their behavior referrals by 30% or more from baseline data, and show growth in self-regulation, as evidenced by: - Teacher behavior tracking forms - Everyday Speech post assessments

	end of each month. Data from the weekly tracker and Kid Talks are reviewed and analyzed by the admin team and the MTSS team to determine: • Students who are making progress will be celebrated as “Amazing Alligators” on the morning announcements • Students who may need an intervention implemented and/or if an MTSS plan needs to be created. • Students identified for a Behavior Academy • Determine school-wide monthly essential skill challenges	• PDSA data from Behavior Academies • Data from goals on MTSS plans. By the end of each Behavior Academy intervention cycle (8 lessons), students will demonstrate consistent use of taught coping and self-regulation strategies (e.g., calm-down routines, conflict resolution, or problem-solving) in 4 out of 5 observed opportunities.
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