



2024-2025 Mid-Year Progress Report

Dear Aragon Families:

Welcome to the Aragon Mid-Year 2024-2025! Thank you for investing in our children and community! Daily, Aragon staff members work diligently to engage students in their learning and enhance their social-emotional skills to become productive, kind, and thoughtful members of our school community. We believe in the spirit of transparency with our community regarding successes and challenges. The following information is an update on various assessments our students participated in thus far and their results, in addition to survey results from our students and community. Using this data helps us understand areas of strength and opportunities for growth.

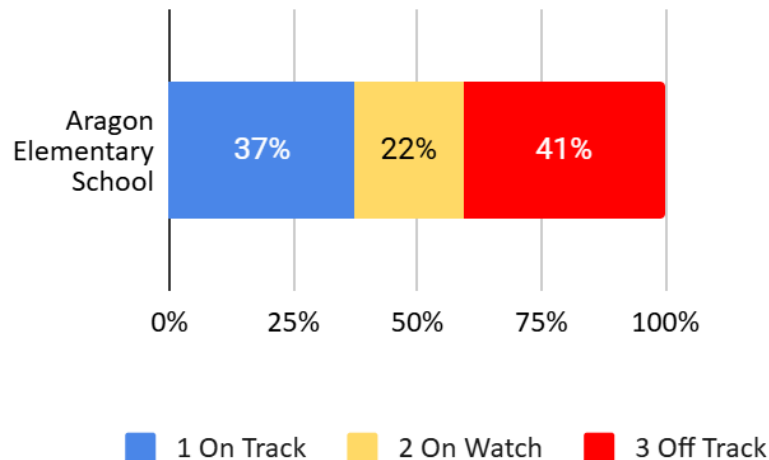
Early Literacy Achievement and Growth (K-3)

How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all grades K-3 students to assess their progress in acquiring early literacy skills. Grades 4 and 5 students are assessed on an as-needed basis. Students are considered:

- **"On Track"** if they score at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- **"On Watch"** if they score at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- **"Off Track"** if they score below, or well below benchmark with below or well below average growth.

Percentage of Students "On Track" at the Middle of Year



Student "On Track" Status at the Middle of Year		
1 On Track	2 On Watch	3 Off Track
37%	22%	41%

48% of students at Aragon Elementary School met their achievement and growth goal of either maintaining high achievement, moving up a level, or demonstrating high growth.

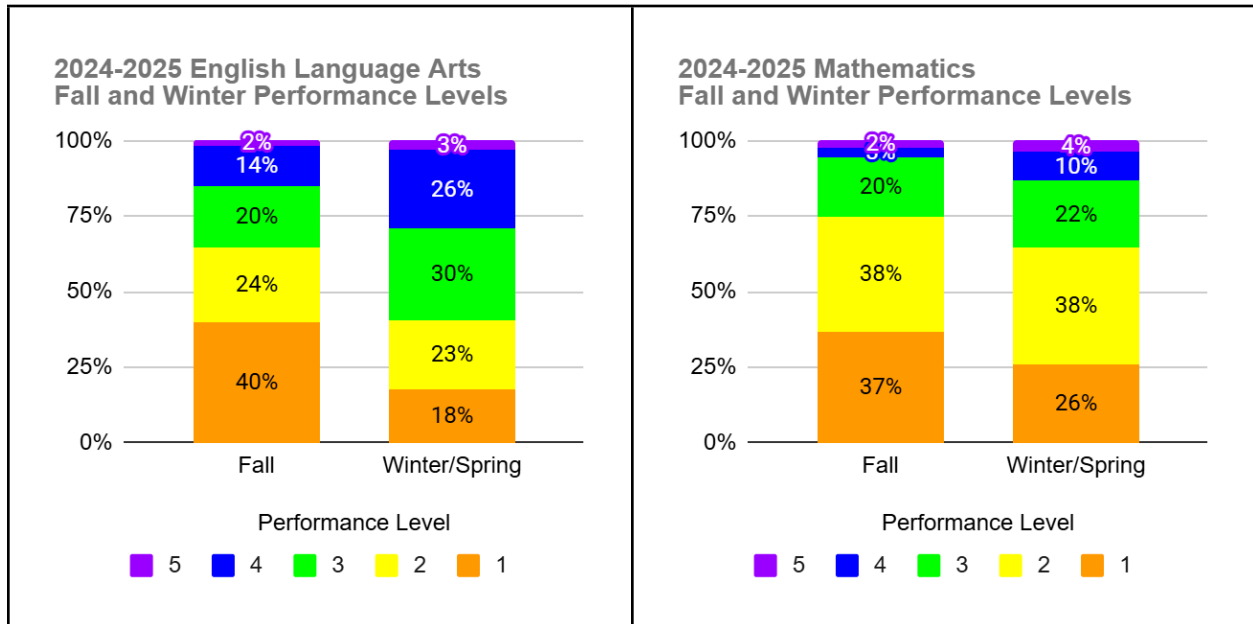
The DIBELS literacy data, referred to above, helps Aragon staff understand each student's reading ability, allowing for tailored instruction and support in the identified areas of need. As shown, 37% of students are **On Track** to demonstrate expected growth in literacy. Students identified as **On Watch** (22%) or students **Off Track** (41%) will continue receiving instructional intervention. Addressing literacy needs is crucial for promoting education and empowering Aragon students. Literacy skills form the foundation for learning, communication, and personal growth.

Aragon Elementary School addresses instructional needs in the area of reading using the following strategies:

- **Content Area Specializing:** All grade levels now have a content teacher for core subjects (ELA, Math, Science/Intervention).
- **Small Group Instruction:** Students receive targeted small-group reading intervention with our interventionist and classroom teachers.
- **Data Reviews:** Frequent data discussions with staff called PDSAs (Plan-Do-Study-Act) allow us to make frequent instructional changes as necessary.
- **Teacher Collaboration:** PLC (Professional Learning Community) conversations allow us to discuss and plan effective literacy instruction.
- **Literacy Across Content:** Integrating a shared workflow model amongst the Aragon Staff, all teachers, regardless of their teaching content, focus on literacy standards.

ELA and Math Achievement

What type of progress did our students make in mastering standards in ELA and Math?



Percent of Students at Each Performance Level			Performance Band Level				
School	Subject	Term	1	2	3	4	5
Aragon Elementary	ELA	Fall	40%	24%	20%	14%	2%
	ELA	Winter/Spring	18%	23%	30%	26%	3%
	Math	Fall	37%	38%	20%	3%	2%
	Math	Winter/Spring	26%	38%	22%	10%	4%

Percentage of Students Whose Scores Increased

79.8% of students increased their score from the Fall to Winter/Spring assessment in English Language Arts.

62.2% of students increased their score from the Fall to Winter/Spring assessment in Mathematics.

Average Student Percent Score Increase From the Fall to the Winter/Spring Assessment

The average student increased their English and Language Arts score by 12 points.

The average student increased their Mathematics score by 4.9 points.

Aragon Elementary School addresses achievement and growth in the area of math using the following strategies:

- **Content Area Specializing:** All grade levels now have a content teacher for core subjects (ELA, Math, Science/Intervention).
- **Use of AVMR (Add+Vantage Math Recovery):** Math content teachers, interventionists, and special education teachers are trained in this course that supports foundational learning of whole number topics that affect the development of future mathematical understanding. AVMR is accessed in small group instruction/intervention.
- **Real-World Applications:** Teachers connect math concepts to real-life situations and problems. This helps students understand the relevance and practical applications of their learning, enhancing engagement and retention.
- **Problem-Based Learning:** Teachers present students with real-world problems or scenarios that require them to apply their math knowledge and skills to solve them. This approach encourages critical thinking, problem-solving, and a deeper understanding of concepts.
- **Differentiated Instruction:** Teachers offer different learning activities, resources, and levels of support to accommodate students' abilities, learning styles, and needs. This ensures that all students can access and engage with the content effectively.
- **Formative Assessment:** Teachers regularly assess students' understanding through various methods, such as questioning, quizzes, or exit tickets. This allows you to identify misconceptions and adjust your instruction accordingly.
- **Collaborative Conversations:** Teachers work to provide opportunities for students to engage in productive struggle and discourse with their peers.

Aragon Elementary School addresses achievement and growth in the area of ELA using the following strategies:

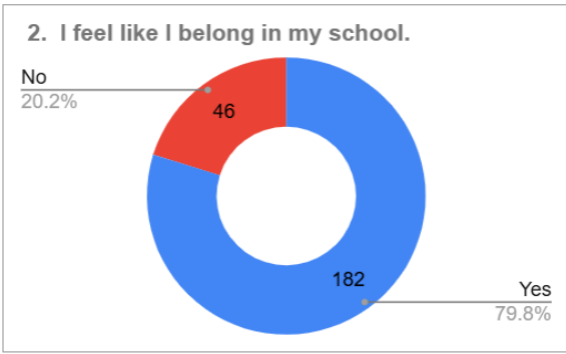
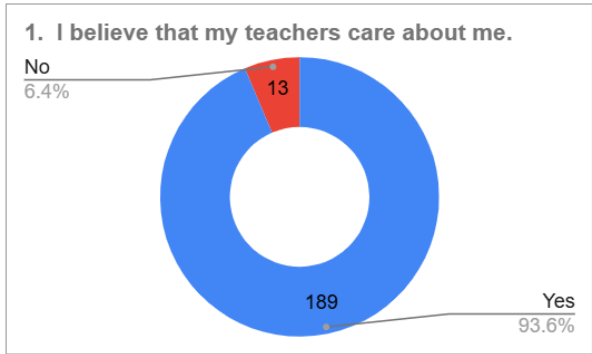
- **Content Area Specializing:** All grade levels now have a content teacher for core subjects (ELA, Math, Science/Intervention).
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Student Climate Survey Data

What are students saying about their school and the district?

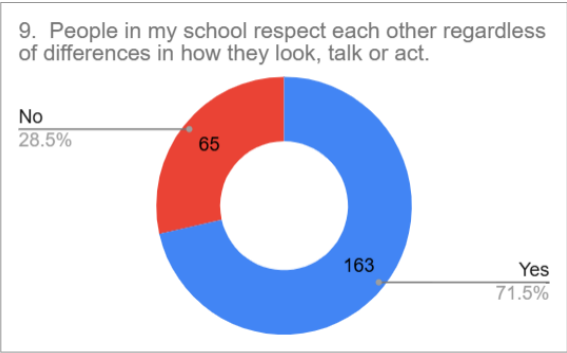
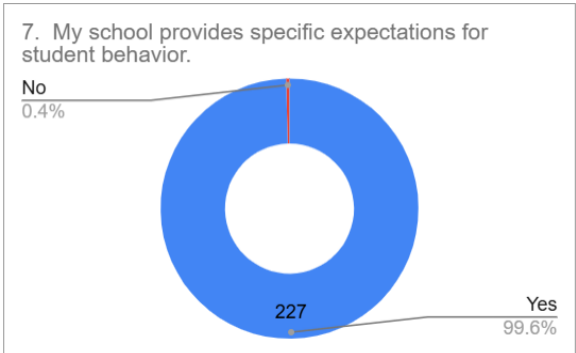
In March, second, third, fourth, and fifth grade students participated in a school climate survey that explored six areas of our culture and climate (Student-Teacher Relationships, Social-Emotional Behavior, Health, Relevance/Student Voice, Academic Perseverance, and Safety). Results from this survey provide feedback to the Aragon staff and help to set priorities for the following school year. Below are examples of some questions within the survey and reflections.

Student and Teacher Relationships: Students believe that their teachers care about them and notice when they are absent. An area to continue to work on is students having a sense of belonging.



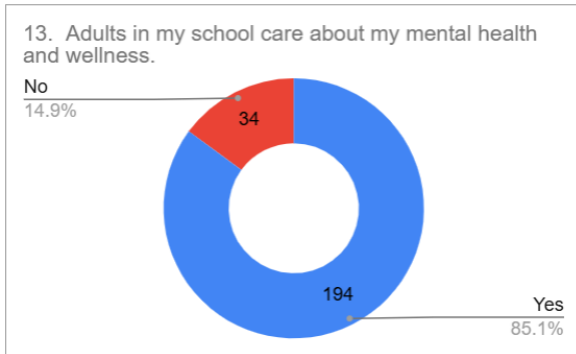
I believe my teachers care about me	I feel like I belong in my school
93.6 % Yes, 6.4% No	79.8 % Yes, 20.2 % No

Social-Emotional Behavioral: An astonishing 100% of students agree that Aragon provides specific expectations for student behavior. However, showing respect to others is an area of improvement.



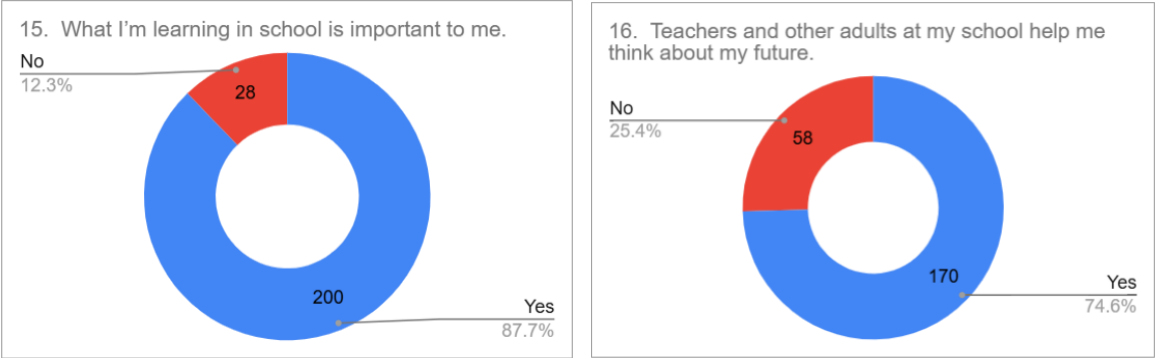
My School provides specific expectations for student behavior	People in my school respect each other regardless of differences in how they look, talk or act.
99.6% Yes, 0.4 % No	71.5% Yes, 28.5% No

Health: Students believe that their mental health is important and matters to the adults in their lives.



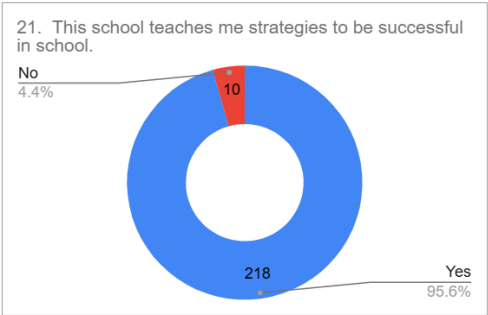
Adults in my school care about my mental health and wellness
85.1% Yes, 14.9% No

Relevance and Student Voice: Learning is important to our students, and it would benefit our students to talk more with them about their future.



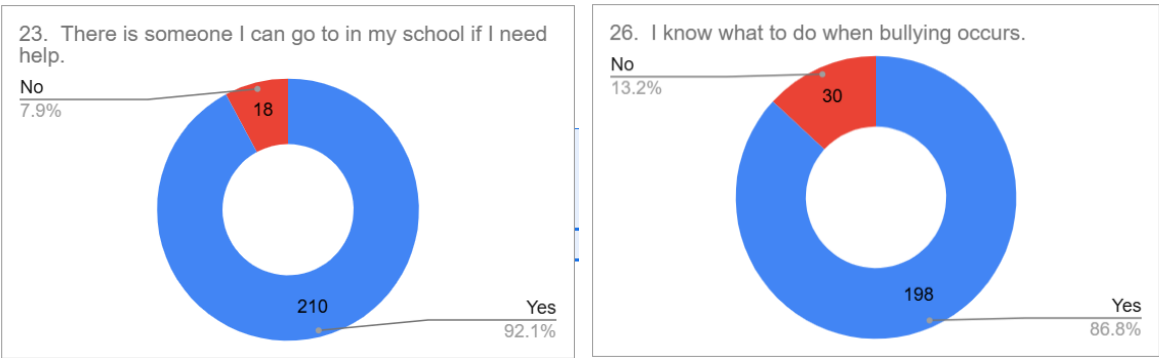
What I'm learning in school is important to me	Teachers and other adults at my school help me think about my future
87.7% Yes, 12.3% No	74.6% Yes, 25.4% No

Academic Perseverance: Students agree that teachers provide and help them practice strategies to be successful.



The School teaches me strategies to be successful in school
95.6% Yes, 4.4% No

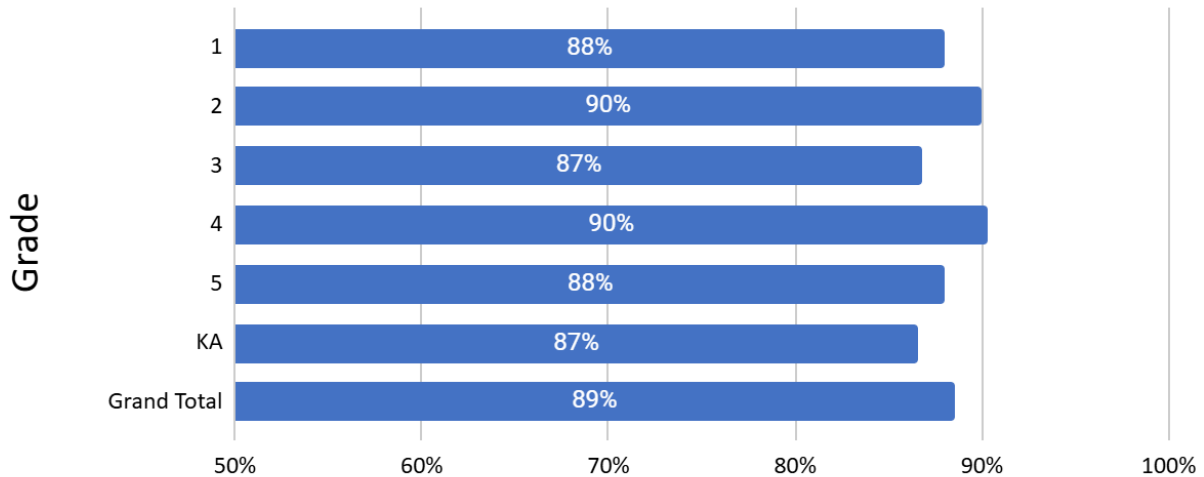
Safety: Students feel they know an adult who can help them and would like to have more strategies to help with bullying.



There is someone I can go to in my school if I need help.	I know what to do when bullying occurs
92.1% Yes, 7.9% No	86.8% Yes, 13.2% No

Attendance Data

Average Attendance Rate By Grade 2024-2025



% in Attendance

■ % of Possible Days in Attendance

Grade	1	2	3	4	5	KA	Grand Total
% of Possible Days in Attendance	88%	90%	87%	90%	88%	87%	89%

How are students actively engaged in school?

Areas of Strength:

- Every Aragon student begins their day with a Morning Meeting and ends their day with a Closing Circle. These practices from Responsive Classroom support a positive classroom atmosphere and increase peer relationships.
- All Aragon classrooms have monthly 'Zones of Regulation' lessons and visuals to help students identify their feelings. Classrooms have designated "Chill Zones" for students to use when they feel dysregulated.
- Aragon has implemented social-emotional learning (SEL) lessons and activities daily each morning. SEL helps students develop essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- All classroom teachers send 1-3 individual positive messages weekly to students and their families on Remind.
- Aragon staff participated in professional development around the Student Agency in Learning (SAIL). SAIL supports teachers in setting specific learning goals and success criteria within their

learning environment. This focuses students on the vision for learning, reflecting, analyzing, and setting goals for continued growth in their learning. SAIL will be a continuous professional development into the next school year.

- During staff meetings this year and continuing into next year, teachers have participated and implemented collaborative conversation structures to enhance student learning and engagement. These strategies come from Nancy Motley's work, *Small Moves, Big Changes*.
- Ensuring student safety and promoting value and belonging is crucial for creating a positive and nurturing learning environment at Aragon.
- Yearly, Aragon implements a comprehensive school safety plan. The plan is developed and regularly updated. The plan addresses potential threats, including natural disasters, violence, and emergency practices. Aragon conducts monthly safety drills and trains staff and students on appropriate procedures.
- Administration provides professional development opportunities for teachers and staff to enhance their knowledge and skills in classroom management, instructional strategies, and trauma-informed practices.

Areas for continued growth:

- Aragon will continue establishing a shared vision and values that engage the school community, including administrators, teachers, staff, students, and parents, in defining a clear vision and core values to guide Aragon's school culture.
- Aragon will continue working to regularly review school-wide behavior data, which will allow staff to respond to the changing needs of students and proactively plan a targeted response.
- Aragon will continue to progress in the goal of establishing equitable grading and reporting of progress practices. Aragon will strive to have all students regularly set academic goals and reflect on their strengths and areas of growth.
- Aragon will continue to seek feedback from the community about school events they enjoy and would like to see as part of the school year.

This year, Aragon offered two student showcases. During October and February, students demonstrated their student agency skills by presenting their progress of learning based on state standards to their families. In April, students shared their classroom community with their families by engaging in a class Morning Meeting. Aragon's community events are wonderful opportunities to engage with our students, their families, and friends. After each community event, parents provide feedback to continually improve Aragon's parent-school connections, and make lasting memories!

Sincerely,

Mrs. Tracey Landrum – Principal

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