



# Remington Elementary School Improvement Plan

Jul 01, 2021 - Jun 30, 2023

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## **Remington Elementary School Contact Information**

Lisa Fillo, Principal

2825 Pony Tracks Drive, Colorado Springs, CO 80922

(719) 495 - 5266

[lfillo@d49.org](mailto:lfillo@d49.org)



## Remington Elementary

Remington Elementary School is located in Eastern El Paso County in School District 49. Our school has approximately 670 students ranging from Preschool age through fifth grade. Remington is a neighborhood school that serves a diverse population of students and families with a variety of socioeconomic statuses. We serve a wide range of students including those with special needs through a broad spectrum of services and programs. Remington Elementary School is dedicated to cultivating the uniqueness of each child to reach their fullest potential by providing an equitable and inclusive atmosphere. We offer a variety before and after school programs to our students and are dedicated to educating the whole child. Our school has approximately 670 students ranging from Preschool age through 5 grade. At Remington Elementary, students are inspired to collaborate, learn, and grow through personalized learning opportunities that allow students to achieve mastery at individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, PE, and technology classes.

Remington Elementary is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in both Academic Achievement and in Academic Growth on the School Performance Framework. We are also a school-wide Title I school with approximately 42% of students qualifying for free or reduced lunch. *Assessment Participation* - Remington met the state assessment participation rate as more than 95% (+98%) of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - Remington Elementary School Building Leadership Team (BLT) reviews current and trend data to determine major improvement targets. Current data, progress towards prior year's performance targets, prioritization of performance challenges were first reviewed by the Remington Leadership Team. This group of professionals consists of General Education teachers from each grade level, Special Education teacher, Interventionists, Literacy Coach, Math Coach, Counselor, Assistant Principal and the Principal. As a team, we initially met to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the information with their grade level teammates during Professional Learning Communities (PLCs) meetings and communicated questions or concerns back to the committee. From there, a Data Dig was held to further analyze our data as a community to include parents, district specialist, the district assessment coordinator, a School Advisory Committee (SAC) representative and Remington staff. Our data was presented in multiple ways to identify curriculum and instructional needs, trends, and possible root causes. Furthermore, the BLT met with SAC to share results and collect specific input and provide feedback. The Leadership team meets monthly with the SAC to review our school-wide Plan and reviews progress monitoring data and make adjustments to our action steps if necessary.

*Data Review and Identified Opportunities for Improvement* - Remington Elementary School has demonstrated consistent growth and achievement on the CMAS test for the last three years this assessment was given. We have 'met' for all subgroups for both growth and achievement, with the exception of our students with disabilities. Our local assessment data for ELA indicates similar progress and achievement. Additionally, our Acadience Reading scores indicated high percentages of students at benchmark or higher across all grade levels. While they demonstrated significant growth, the percentage of our students with disabilities did not meet CMAS designated outcomes. Our free and reduced lunch population is approaching expected outcomes as measured by CMAS. English Language Learners (ELL) exceeded state expectations for academic growth. In Math, Remington Elementary School had a significant increase in both academic growth and achievement on the 2019 CMAS assessment overall.

On our annual culture and climate survey, 49% of students indicated they feel safe at school and 67% of students indicated that they feel their teacher cares about them. Based on our comprehensive needs assessment and data review, we have identified the following opportunities for improvement. Students with disabilities and our free and reduced lunch populations must maintain a continued, upward growth trend as they are not making adequate growth to close the achievement gap in both ELA and math. Finally, Remington must continue the important work of building a culture for our students of inclusion, safety and positive school supports.

*Root Cause Identification and Verification* - After careful analysis of a variety of data sources - SPF, CMAS, and local data sources (Acadience Reading and Math, STAR 360, culture and climate surveys) - we identified and verified the following root causes:

1) Personalized Learning Opportunities - Teachers and paraprofessionals continue to need training, resources, and assessments to effectively personalize learning for students and provide intervention to address achievement and growth gaps.

2) Culture and Climate - All staff members need to continue to develop the capacity to build relationships with students and create learner-centered cultures within all classrooms. Survey indicates that students need an increase sense of safety. Parents are seeking clarity and reassurance on school protocols to ensure safety and security of their students.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

### **Action Plan 5.1**

Progress 0%

#### Student Success

Increase student proficiency in reading and math for grades K-5. 2021 EOY Acadience Reading and Math scores exhibit a need to accelerate student growth in all grade levels. When triangulating the Acadience Math and Reading data with STAR 360 data there are additional student gaps highlighted and correlated to Colorado State Standards.

#### **Associated Root Cause(s)**

Lack of structure and accountability for teachers to own their data. Increased reliance on interventionists. New technology platforms for teachers have slowed student learning in the short-term.

#### **Local Accountability Indicator Area**

##### Student Learning

## Project (Goals) 5.1.1

Sep 01, 2020 - May 31, 2022

Progress 0%

SY21-22: All teachers, including new hires will be endorsed by the Colorado Department of Education (CDE) in reading by completing the Science of Reading Course.

### Checklist (Equal Weighting) : 0/4

- Align best instruction practices with Visible Learning Framework
- Meet weekly with grade level teams to focus on selected lessons from Science of Reading.
- Modeling of instructional reading strategies.
- Instructional coach to model and partner with classroom teachers to implement new strategies and knowledge gained from Science of Reading Course.

### Plan Details

During PLCs coach will model instruction and add clarity to reading concepts as outlined in CDE Science of Reading Course.

### Resources

Literacy Coach, Administrators, CDE Online Course (PepperP D)

Updated on May 05, 2021 19:49:28

Changes in checklist result in an update in status and/or progress

### Previous

- Align best instruction practices with Visible Learning Framework
- Realign reading interventions below level to SIPPS
- PLC focus on Acadience subscores to align interventions directly to reading and math deficits
- Provide after school tutoring

### Updated

- Align best instruction practices with Visible Learning Framework
- Meet weekly with grade level teams to focus on selected lessons from Science of Reading.
- Modeling of instructional reading strategies.
- Instructional coach to model and partner with classroom teachers to implement new strategies and knowledge gained from Science of Reading Course.

## Project (Goals) 5.1.2

Sep 01, 2020 - May 31, 2022

Progress 0%

SY21-22: Increase positive student behaviors and decrease student suspensions along office referrals.

### Checklist (Equal Weighting) : 0/7

- Implement PBIS practices
- Implement Restorative practices
- Monitor behavior records in Powerschool
- Monthly PBIS Committee Meetings
- Community Circles
- School-wide golden tickets to recognize positive student behaviors
- Positive office referral and public, student recognition

### Plan Details

Staff will use Positive Behavior Intervention Systems (PBIS) along with Restorative Practices to develop meaningful connections and relationships with students.

### Resources

All Staff

### Project (Goals) 5.1.3

Sep 01, 2020 - May 31, 2022

Progress 0%

SY 21-22: Increase student growth through building teacher efficacy in mathematical pedagogy and content knowledge.

#### Checklist (No Weighting) : 0/5

- Grade Level Module Studies
- Data analysis and integration with instructional decisions based on Star 360 and Acadience
- Select staff member participation in Mission DNA (DODEA Grant) training
- Interventions to be based on curriculum, early numeracy skills and tied to data
- Fluid small group instruction in mathematics based on curriculum data

#### Plan Details

Monthly PLCs focused on math instructional strategies facilitated and modeled by math coach.

#### Resources

Building Math Coach, Zone Level Math Coach, Administration

### Project (Goals) 5.1.4

Aug 01, 2021 - May 31, 2022

Progress 0%

SY 21-22: Professional Development to include but not limited to conferences and trainings that focus on math, primary literacy, visible learning and student engagement.

#### Checklist (No Weighting) : 0/4

- NCSM Conference
- Plain Talk
- Reading League
- Conferences that focus on math, literacy, student engagement and visible learning.

#### Plan Details

Ongoing and new professional development to fit the needs of existing and new staff including teachers, coaches, administrators and interventionists.

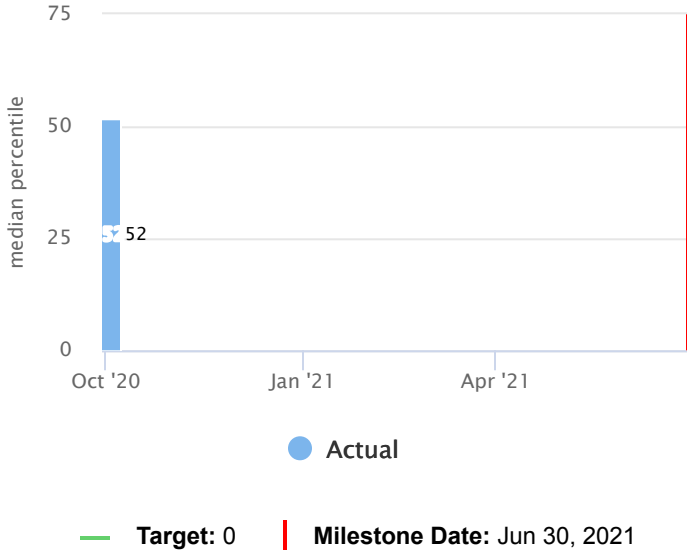
#### Resources

Conference Attendance, Title 1 Funding, Title 2

### STAR 360 Reading 4-5

Data collected from the Consolidated Progress Report measuring the Median Percentile Rank on Star Reading Enterprise

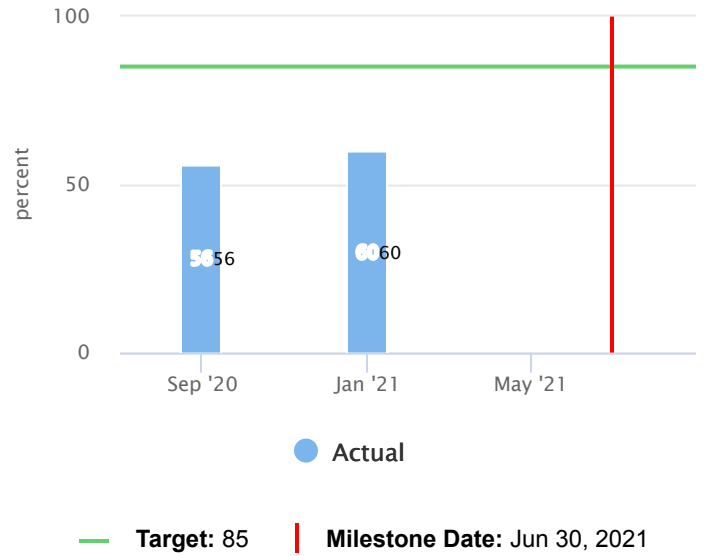
Last Update: Sep 29, 2020 16:48:42



### Acadience Reading

Data collected using the Comparing Measures Composite Score to determine the percentage of students At or Above Grade Level in Reading

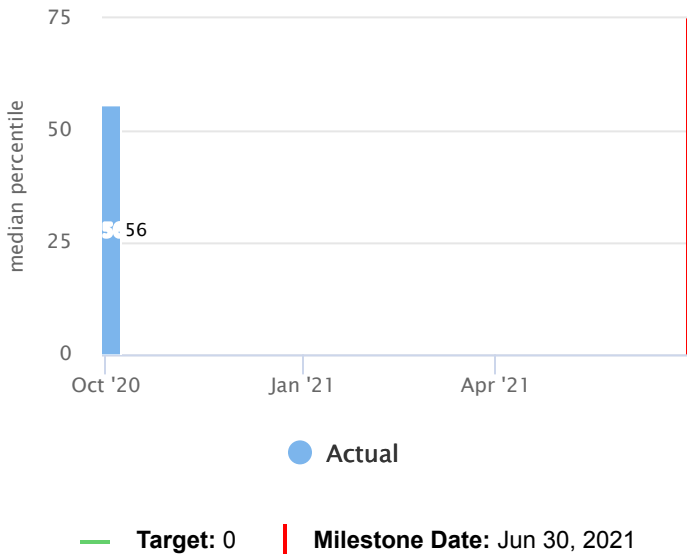
Last Update: Jan 07, 2021 15:34:51



### STAR 360 Math 4-5

Data collected from the Consolidated Progress Report measuring the Median Percentile Rank on Star Math Enterprise

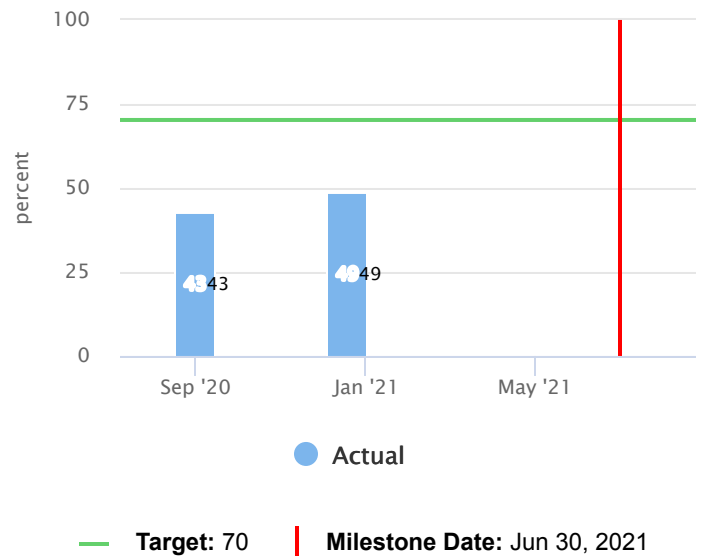
Last Update: Sep 29, 2020 16:48:54



### Acadience Math

Data collected using the Comparing Measures Composite Score to determine the percentage of students At or Above Grade Level in Math

Last Update: Jan 15, 2021 21:25:38





## Action Plan 5.2

Progress 17%

### People

Increase employee engagement. Data from Studer Employee Engagement Survey and in-house Google Culture Survey indicate that employee engagement is lacking and staff is in need of clarity. Data indicates more teacher input needed to overcome challenges.

### Associated Root Cause(s)

Climate and Culture Feedback

### Local Accountability Indicator Area

School Culture

#### Project (Goals) 5.2.1

Jul 01, 2020 - May 31, 2022

Progress 50%

Updated on May 05, 2021 20:33:22

Changes in checklist result in an update in status and/or progress

SY21-22: Increase employee engagement and support

#### Checklist (Equal Weighting) : 4/8

- Implement "Spotlight on Teachers" in the RES newsletter and website
- ~~Acknowledge staff mentioned in Rounds through email, in person, or written card~~
- Collaborate with staff to make meetings more meaningful and productive
- ~~Provide teachers with PD for e-learning~~
- Complete 2 rounds with each employee
- ~~Complete 30 and 90 day rounds with new employees~~
- ~~Rollout EE survey results with staff~~
- Collective teacher input to overcome challenges.

#### Plan Details

Administration to be more intentional on rounding, observations and continuous formal and informal surveying of staff.

#### Resources

Studer Survey, Google Survey, Rounding Results

#### Previous

- Implement "Spotlight on Teachers" in the RES newsletter and website
- Acknowledge staff mentioned in Rounds through email, in person, or written card
- Collaborate with staff to make meeting more meaningful and productive
- Provide teachers with PD for e-learning
- Complete 2 rounds with each employee
- Complete 30 and 90 day rounds with new employees
- Rollout EE survey results with staff

#### Updated

- Implement "Spotlight on Teachers" in the RES newsletter and website
- Acknowledge staff mentioned in Rounds through email, in person, or written card
- Collaborate with staff to make meetings more meaningful and productive
- Provide teachers with PD for e-learning
- Complete 2 rounds with each employee
- Complete 30 and 90 day rounds with new employees
- Rollout EE survey results with staff
- Collective teacher input to overcome challenges.

## Project (Goals) 5.2.2

Updated on Oct 04, 2021 14:17:52

Ongoing - Ongoing

√Fantastic 49

SY 21-22: Recognition of Employees

√Staff meeting recognition

### Checklist (No Weighting) : 4/6

- ~~Fantastic 49~~
- ~~Kudos from Zone~~
- ~~Staff meeting recognition~~
- ~~Super Staff Wall~~
- Teacher of the Year
- Service Staff of the Year

√Kudos from Zone

√Super Staff Wall

### Plan Details

Ensure employees feel valued and to shine light on employee efforts, expertise and contributions

### Resources

All Staff, Zone Leader, School Board

## Project (Goals) 5.2.3

Jul 26, 2021 - Jul 26, 2022

Progress 0%

SY 21-22: Provide students with explicit instruction in math and literacy, while reducing class sizes at multiple grade levels.

### Checklist (No Weighting) : 0/1

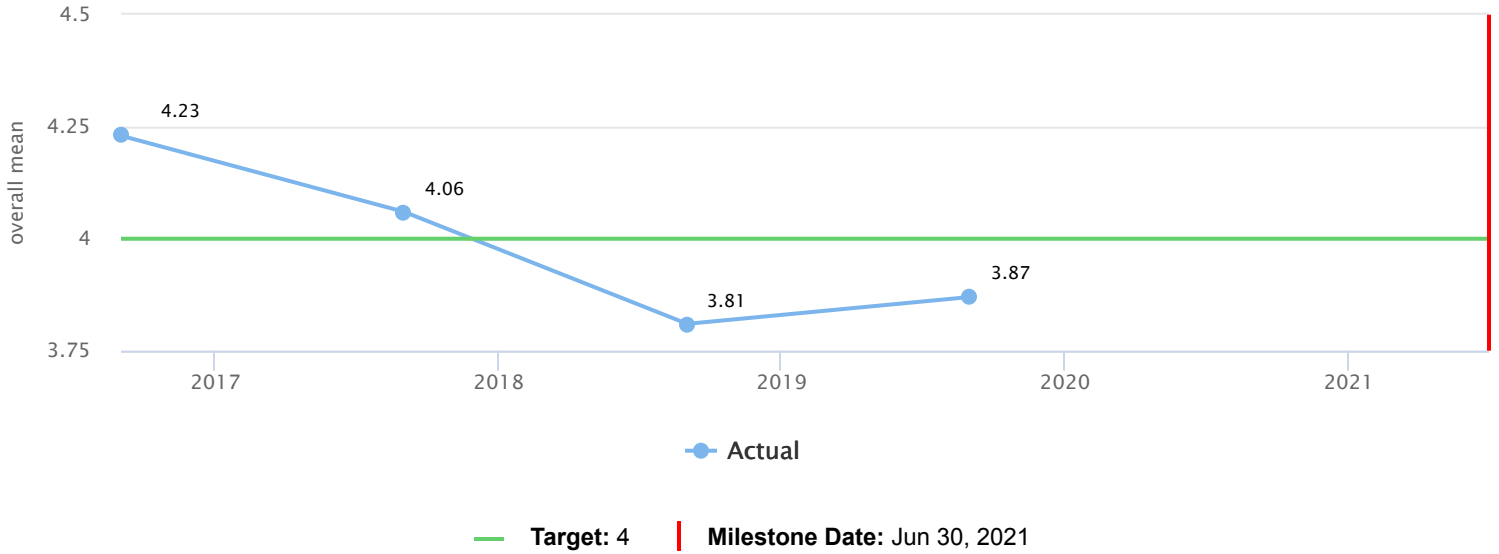
- Hire an elementary teacher

### Plan Details

In an effort to meet the needs of all students, we would like to hire a teacher provide additional, explicit instruction in math and literacy.

## Employee Engagement survey

Last Update: Oct 05, 2020 18:43:22



### Action Plan 5.3

Progress 5%

#### Service

Partner with our school community to highlight, empower and increase the educational success and engagement with our student population.

#### Associated Root Cause(s)

Low participation during school activities and events. Studer Survey results indicate a need that caregivers are worried about students falling behind due to the impacts of COVID.

#### Local Accountability Indicator Area

School Culture

### Project (Goals) 5.3.1

Updated on May 13, 2021 16:37:12

Jul 01, 2020 - Jun 30, 2021

Progress 14%

Changes in checklist result in an update in status and/or progress

SY21-22: Increase parent and student satisfaction

#### Checklist (Equal Weighting) : 1/7

- Increase SAC and PTA volunteers
- Perceptual Observations-parent phone calls
- ~~Admin host Zoom Q and A for parents~~
- Counselor classes about kindness
- Feedback for Circles about the look of kindness and how to share
- PBIS collaborative problem solving to increase the perception of kindness in the building
- Hire a recess monitor to increase student safety, while reducing office referrals and incidents.

#### Plan Details

Students and parents need an increased sense of safety and security at school.

#### Resources

Counselor, Teachers, Admin, Community Engagement Liaison, Studer Survey Data

#### Previous

- Increase SAC and PTA volunteers
- Perceptual Observations-parent phone calls
- Admin host Zoom Q and A for parents
- Counselor classes about kindness
- Feedback for Circles about the look of kindness and how to share
- PBIS collaborative problem solving to increase the perception of kindness in the building

#### Updated

- Increase SAC and PTA volunteers
- Perceptual Observations-parent phone calls
- Admin host Zoom Q and A for parents
- Counselor classes about kindness
- Feedback for Circles about the look of kindness and how to share
- PBIS collaborative problem solving to increase the perception of kindness in the building
- Hire a recess monitor to increase student safety, while reducing office referrals and incidents.

### Project (Goals) 5.3.2

Aug 01, 2021 - May 31, 2022

Progress 0%

SY 21-22: Family Resources

#### Checklist (No Weighting) : 0/6

- Provide necessary school supplies
- Provide technology for e-learning support
- Offer after-school academic support
- Care and Share Mobile Food Truck
- Clothing and Shoe Donations
- Transportation to and from school for homeless children

#### Plan Details

Students and families must have basic needs met to participate in academic learning at school.

#### Resources

McKinny-Vento Liaison, Care and Share, Community Liaison, Title 1, Community Donations

### Project (Goals) 5.3.3

Aug 01, 2021 - May 31, 2022

Progress 0%

SY 21-22: Family Engagement Nights

#### Checklist (No Weighting) : 0/5

- Literacy Night
- Math & STEM Night
- Kindergarten Readiness
- All Remington Reads
- Art & Culture Night

#### Plan Details

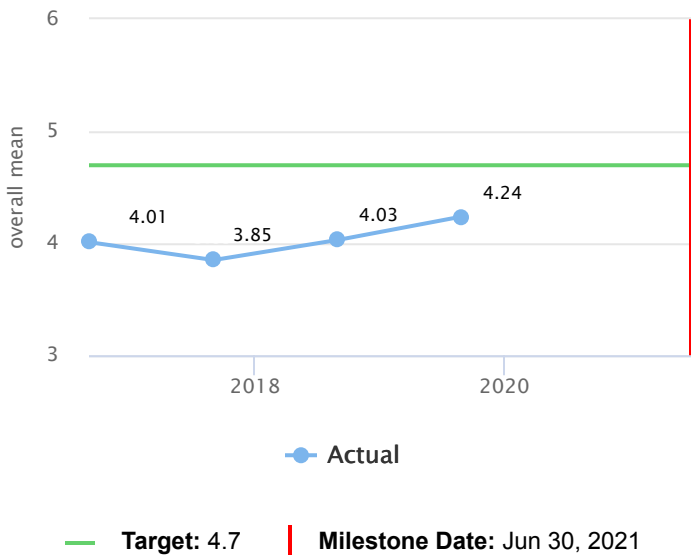
Host, plan and facilitate Math, STEM, Literacy, All Remington Reads and Parent Academy for kindergarten readiness.

#### Resources

Title 1, Staff, Post Parent Reflection Survey

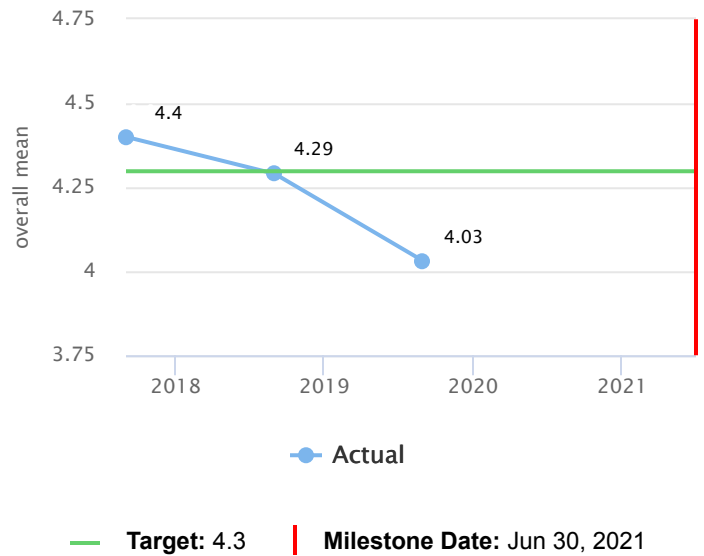
### Parent Satisfaction Survey

Last Update: Oct 05, 2020 20:21:56



### Student Engagement Survey

Last Update: Oct 05, 2020 20:23:08



### Action Plan 5.4

Progress 0%

Innovation & Growth

Implementation and integration of Spanish Immersion Program. Expansion of Project Lead the Way.

### Associated Root Cause(s)

Student engagement in learning, opportunities for student choice, clearly define Remington's identity

### Local Accountability Indicator Area

Student Learning

#### Project (Goals) 5.4.1

Updated on Mar 04, 2021 15:32:08

Sep 01, 2020 - May 31, 2022

Progress 0%

√Review feedback form e-learning students and parents

√Observe e-learning in the classroom

SY21-22: Launch of Spanish Immersion Program

#### Checklist (No Weighting) : 0/5

- Collaborate with grant writing team for Spanish Immersion
- Form teacher-parent committee for Spanish Immersion
- Visit successful immersion schools for best practices
- Training on curriculum for Spanish Immersion
- Collect ongoing feedback from all stakeholders to gauge success and plan next steps

#### Plan Details

Implementation and integration of Spanish Immersion Program by grade level to include staff training, hiring of bi-lingual personnel and capital expansion needs. Research and selection of curricular resources.

#### Resources

Curriculum, Grant Committee, Parents, Students, Teachers, Survey Feedback, Title 2 Funding

## Project (Goals) 5.4.2

Aug 01, 2020 - May 31, 2022

Progress 0%

Project Lead the Way (PLTW) Expansion

### Checklist (No Weighting) : 0/7

- Create space for a 2nd lab
- Training on co-teaching between PLTW teacher and classroom teachers
- Order necessary supplies
- Collaborate with Bright grant administrator
- Form teacher lead team to steer goals and direction of program
- Create and analyze survey feedback for continuous improvement cycle
- Visit exemplary schools to gain knowledge of best practices

### Plan Details

Project Lead the Way gives Students the avenue to increase inquiry and problem solving skills, applicable to all other academic subjects. Leverage student curiosity to move from surface level learning into deeper learning and encourage the transfer of learning to all facets.

### Resources

Bright Grant, Teachers, Administration, Parents, PLTW Curriculum