



Colorado's Unified Improvement Plan for Schools

ROGERS ELEMENTARY SCHOOL UIP 2017-18 | School: ROGERS ELEMENTARY SCHOOL | District: COLORADO SPRINGS 11 | Org ID: 1010 | School ID: 9618 | Framework: Priority Improvement Plan: Meets 95% Participation | **Draft UIP**

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Executive Summary

If We...

IMPLEMENT RIGOROUS AND ENGAGING INSTRUCTION K5

Description:

Implement Rigorous and engaging instruction K5 - Teachers will implement highly engaging instructional practices throughout the school day. Increased rigor and expectations will be developed and implemented using school-wide collaborative planning.



IMPLEMENT A CULTURE OF HIGH EXPECTATIONS

Description:

Implement school-wide behavior expectations and common classroom process and procedures that support a culture of high expectations for behavior and Leadership.



Then we will address...

LACK OF FEEDBACK TO TEACHERS

Description:

Teachers have not been consistently and frequently observed or provided feedback on the observations. The lack of timely feedback has reduced opportunities for teachers to improve their practice and increase their effectiveness.



HABITUALLY LOW AVERAGE DAILY ATTENDANCE PERCENTAGES

Description:

Students are frequently absent and habitually tardy.



CLASSROOM INSTRUCTION IS NOT ALIGNED WITH STATE STANDARDS EXPECTATIONS

Description:

The concepts and skills students need to know and be able to do to master each State Standard have not been consistently identified. Math instructional materials have not been analyzed to ensure they are aligned with State Standard expectations.



CLASSROOM ELA INSTRUCTION IS NOT ALIGNED WITH STATE STANDARDS EXPECTATIONS.

Description:

Less than 90 minutes per day have been used for reading instruction, and curriculum materials and programs have not been used consistently with fidelity. No emphasis has been placed on lesson planning and aligning classroom instruction with State Standards expectations. PLCs have been held every other week, and Professional Development has been conducted once per quarter.



LACK OF PROFESSIONAL DEVELOPMENT ON EFFECTIVE LESSON PLANNING

Description:

Professional Development has been conducted once per quarter. Teachers need frequent training on the major work of the grade and on aspects of rigor. PLCs have been held every other week, and should be held weekly to allow time for teachers to collaborate on lesson plans and effective teaching strategies. PLCs need to be restructured to include teacher identification of the concepts and skills students need to know and be able to do to master each State Standard. The school needs to implement school-wide planning procedures and expectations.



Then we will change current trends for students

READING GROWTH AND ACHIEVEMENT

Description:

Performance Data for 2015- 2017 showed inadequate achievement for all students at Rogers. While data is showing an increase in the percentage of students who have met or exceeded State Standards, the percentage for All Students is very low, and Mean Scale Scores continue to be below state average. While there was a reduction in the percentage of SRD students from 2016-2017, testing in the fall of 2017 shows an increase of 40% in students identified as having a Significant Reading Deficiency. ELA Median Growth Percentiles show an increase in growth, but not enough to meet state expectations.



MATH GROWTH AND ACHIEVEMENT

Description:

Performance Data for 2015-2017 showed student math achievement is flat or decreasing across grade levels and student groups. While there has been an increase in the MGP in math, it is not enough to meet state expectations.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

Rogers Elementary School serves a diverse student body with most students having a minority racial/ethnic background. The school qualifies for Title I funding, and the mobility rate is the 3rd highest among District 11 elementary schools. Achievement and student academic growth scores are below state average. Improvement efforts have included an intensive intervention initiative and a focus on instruction underscoring the State Standards considered to be the highest priority and/or most important for student learning.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Linda Slothower

Title: Principal

Mailing Street: 110 S. Circle

Mailing City / State/ Zip Code: Colorado Springs CO 80903

Phone:(719) 328-3300

Email: linda.slothower@d11.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Will Rogers Elementary School is a medium- sized neighborhood school located in the south-central section of Colorado Springs with an enrollment of 365 students in grades K-5. It serves a diverse student body with most students having a minority racial/ethnic background. The largest racial/ethnic group in the school is Hispanic or Latino comprising 44 percent of the population, followed by White with 32 percent, then Black/African American representing 13 percent. Other racial/ethnic groups comprise the remaining 10 percent. The school qualifies for Title I funding with 87 percent of students eligible for free and reduced priced lunch. English Language Learners (ELL) make up 18 percent. The student mobility rate of 29 percent is the 3rd highest among the 36 elementary schools in the district. To meet the needs of students challenged by poverty, the staff at Rogers is committed to developing a safe learning environment in which students receive intensive instruction targeted to their individual needs. Through our daily work with children, we continually seek to foster leadership principles in our students and make our vision statement a reality, "Honor the Learner, Raise Achievement."

The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians indicate that they are living in a potentially McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible). In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liasons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside

the school of origin's attendance areas or in a transported zone.

Elementary students are scheduled into a homeroom class where all core subject areas are taught. Teachers may flexibly group students according to academic need, and some groups may receive small group instruction with another teacher either within the grade level or across grade level. Students who are identified as performing below grade level may receive supplemental small group reading or math instruction in addition to the classroom instruction. Likewise, students who are identified as gifted and talented may receive additional enrichment opportunities within or outside of the homeroom classroom. All students are scheduled to participate in specials classes such as vocal music, PE, and art. Parents may choose to have their 4th or 5th grade student participate in instrumental music instruction within the school day or after school.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	To reduce the number of students eligible for SRD by 10%.
Performance:	The number of students identified as having a Significant Reading Deficiency went from 57 to 37 at the end of the 2016-2017 school year. This is a decrease of 35%. Target met.
Prior Year Target:	Increase Reading achievement Mean Scale Score of 714 to 724 for All Students
Performance:	ELA Mean Scale Score increased to 720.7. Target not met.
Prior Year Target:	Increase Math achievement Mean Scale Score of 712 to 724 for All Students
Performance:	Math Mean Scale Score increased to 716.9. Target not met.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

Our focus on instructional practices and consistent implementation of D11 Teaching and Learning Cycle, which includes planning, engagement and rigor, has begun to make a difference to foster growth and achievement on available assessments, but this growth is not evident on PARCC/CMAS results yet.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	When Median Growth Percentile is available from State Assessments.
Performance:	ELA Median Growth Percentile increased from 40 to 44.
Prior Year Target:	When Median Growth Percentile is available from State Assessments.
Performance:	Math Median Growth Percentile increased from 38 to 47.
Prior Year Target:	Increase MGP from 40 to 45 for All Students
Performance:	
Prior Year Target:	Increase MGP from 38 to 44 for All Students
Performance:	Math Median Growth Percentile increased from 38 to 47. Target met.

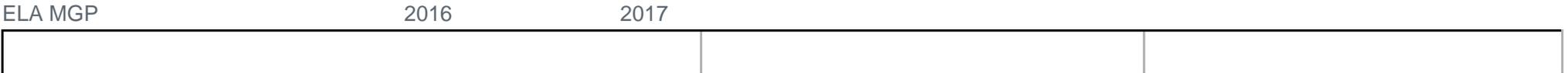
ACADEMIC GROWTH REFLECTION: Our focus on instructional practices and consistent implementation of D11 Teaching and Learning Cycle, which includes planning, engagement and rigor, has begun to make a difference to foster growth and achievement on available assessments, but this growth is not evident on PARCC/CMAS results yet.

PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

Prior Year Target:	Increase Reading achievement Mean Scale Score of 686 to 700 for Previous SRD Students
Performance:	The Mean Scale Score for students identified for a Read Plan increased to 696.5. Target not met.
Prior Year Target:	Increase MGP from 35 to 44 for ELL Students
Performance:	The percentage of ELL students taking the state assessment was not large enough to be reported.

Current Performance

- Our School Performance Framework indicates our official plan type for 2017 is Priority Improvement. Roger's Academic Growth scores are approaching state expectations. Our overall growth in subgroups shows an increase from 2016 to 2017 in the Median Growth Percentiles.



All Students	40	44
Grade Level 04	43	59.5
05	37	34
Free and Reduced Lunch Eligible	37	42
Minority	33	46.5

Math: MGP

2016

2017

All Students	38	47
Grade Level 04	40.5	48
05	37	43
Free and Reduced Lunch Eligible	38	43
Minority	36	43

The bright spot in student academic growth in ELA is 4th grade MGP with an increase from 43 to 59.5.

Although Roger's Academic Achievement scores did not meet state expectations, there was an increase in the Mean Scale Score in all subgroups in ELA, and in all subgroups but English Learners in math.

ELA

Student Academic Achievement

Mean Scale Score

2016

2017

All Students	714.6	720.7
Grade Level 03	711	722
Grade Level 04	719	726

05	719	721
Students Previously Identified for READ Plan	686.0	696.5
English Learners	709.0	713.8
Free and Reduced Lunch Eligible	711.3	716.7
Minority	709.6	717.9

Math
Student Academic Achievement

Mean Scale Score	2016	2017
All Students	712.7	716.7
Grade Level 03	714	722
Grade Level 04	715	717
05	714	714
English Learners	710.8	708.1
Free and Reduced Lunch Eligible	710.1	713.6
Minority	709.8	713.1

The bright spots in student Academic Achievement are the 10.5 percentage increase in our Students Previously Identified for a READ Plan, and the 11 percent increase in the percentage of 3rd graders who Met or Exceeded Expectations in ELA.

The number of students who have been identified as having a Significant Reading Deficiency has significantly decreased from 58 in 2016 to 37 in 2017. The Mean Scale Score of students on a Read Plan has increased from 686 to 696.5, a gain of 10.5 points.

Rogers Dibel's data for the 2016-2017 school year shows a 21 percent increase in students proficient in reading. The greatest gains were found in kindergarten students with an increase of 54 percent, and the least amount of growth was in 2nd grade, with only a 2 percent increase.

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

ELA Academic Achievement for 3rd and 4th grades shows an increasing trend from 2015 to 2017 in the percentage of students meeting and exceeding expectations. 3rd grade increased by 7 percentage points, and 4th grade increased by 10. The Mean Scale Score for 3rd grade from 2015-2017 also showed an increase of 13 points.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Academic Achievement of students in all subgroups does not meet state expectations in ELA or Math.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math Academic Achievement from 2015-2017 for 3rd - 5th graders has slightly declined. The percent of students meeting and exceeding expectations decreased by 1 percent in 3rd grade, 4 percent in 4th grade, and 5th grade decreased by 3. Mean Scale Scores remained stable. This is a notable trend because in two years, students have not shown any increase in academic achievement.

Trend Direction: Decreasing



Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

There was a reduction in the number of students identified as having a Significant Reading Deficiency. During the 2015-2016 school year, 58 students were identified as having an SRD, and this number was reduced to 37 in the 2016-2017 school year. This is a reduction of 36%



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Academic Growth in ELA has increased in all subgroups. From 2016 - 2017 the Median Growth Percentile for all students increased from 40 to 44. Students eligible for Free and Reduced Lunch increased from 37 to 42. Students in the minorities subgroup increased from 33 to 47.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Academic Growth in Math has increased in all subgroups. From 2016 - 2017 the Median Growth Percentile for all students increased from 38 to 47. Students eligible for Free and Reduced Lunch increased from 38 to 43, and students in the Minority subgroup increased from 36 to 43.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Academic Growth of students in all subgroups is approaching state expectations in ELA and math.

Root Causes

Priority Performance Challenge: Reading Growth and Achievement

Performance Data for 2015- 2017 showed inadequate achievement for all students at Rogers. While data is showing an increase in the percentage of students who have met or exceeded State Standards, the percentage for All Students is very low, and Mean Scale Scores continue to be below state



average. While there was a reduction in the percentage of SRD students from 2016-2017, testing in the fall of 2017 shows an increase of 40% in students identified as having a Significant Reading Deficiency. ELA Median Growth Percentiles show an increase in growth, but not enough to meet state expectations.



Root Cause: Classroom ELA instruction is not aligned with State Standards expectations.

Less than 90 minutes per day have been used for reading instruction, and curriculum materials and programs have not been used consistently with fidelity. No emphasis has been placed on lesson planning and aligning classroom instruction with State Standards expectations. PLCs have been held every other week, and Professional Development has been conducted once per quarter.



Root Cause: Lack of feedback to teachers

Teachers have not been consistently and frequently observed or provided feedback on the observations. The lack of timely feedback has reduced opportunities for teachers to improve their practice and increase their effectiveness.



Root Cause: Habitually low Average Daily Attendance Percentages

Students are frequently absent and habitually tardy.



Root Cause: Lack of Professional Development on effective lesson planning

Professional Development has been conducted once per quarter. Teachers need frequent training on the major work of the grade and on aspects of rigor. PLCs have been held every other week, and should be held weekly to allow time for teachers to collaborate on lesson plans and effective teaching strategies. PLCs need to be restructured to include teacher identification of the concepts and skills students need to know and be able to do to master each State Standard. The school needs to implement school-wide planning procedures and expectations.



Priority Performance Challenge: Math Growth and Achievement

Performance Data for 2015-2017 showed student math achievement is flat or decreasing across grade levels and student groups. While there has been an increase in the MGP in math, it is not enough to meet state expectations.



Root Cause: Classroom instruction is not aligned with State Standards expectations

The concepts and skills students need to know and be able to do to master each State Standard have not been consistently identified. Math instructional materials have not been analyzed to ensure they are aligned with State Standard expectations.

Root Cause: Lack of feedback to teachers



Teachers have not been consistently and frequently observed or provided feedback on the observations. The lack of timely feedback has reduced opportunities for teachers to improve their practice and increase their effectiveness.



Root Cause: Lack of Professional Development on effective lesson planning

Professional Development has been conducted once per quarter. Teachers need frequent training on the major work of the grade and on aspects of rigor. PLCs have been held every other week, and should be held weekly to allow time for teachers to collaborate on lesson plans and effective teaching strategies. PLCs need to be restructured to include teacher identification of the concepts and skills students need to know and be able to do to master each State Standard. The school needs to implement school-wide planning procedures and expectations.



Root Cause: Habitually low Average Daily Attendance Percentages

Students are frequently absent and habitually tardy.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Both ELA and Math Growth and Achievement scores are not meeting state expectations. Increases in scores are not consistent, so Core Instruction, as well as Interventions, need to be examined to ensure classroom instruction is aligned with State Standard expectations.

Provide a rationale for how these Root Causes were selected and verified:



Extensive analysis of previous year trends and performance data for 2015-2017 by administration and teachers showed inadequate achievement for all students at Rogers. Root Cause protocols were followed to drill down to key challenges and reasons for the challenges. District staff as well as school administration, teachers, CDE Turnaround Network staff, Achievement Network Coaches, and parents collaborated on the development of Major Improvement Strategies that will provide the tools Rogers needs to increase student growth and achievement.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Implement Rigorous and engaging instruction K5

Describe what would success look like: Implement Rigorous and engaging instruction K5 - Teachers will implement highly engaging instructional practices throughout the school day. Increased rigor and expectations will be developed and implemented using school-wide collaborative planning.

Associated Root Causes:



Classroom ELA instruction is not aligned with State Standards expectations.:

Less than 90 minutes per day have been used for reading instruction, and curriculum materials and programs have not been used consistently with fidelity. No emphasis has been placed on lesson planning and aligning classroom instruction with State Standards expectations. PLCs have been held every other week, and Professional Development has been conducted once per quarter.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 June/Aug Prof Development	Professional Developmet for complete Rigorous Engaging Planning - All Staff Complete in preparation for 2017-18 School Year	06/01/2017 08/31/2017	Teacher Extra Duty - Resource Materials - Training Costs	Principal/TLC/ACT Team	Not Started



Implement a Culture of High expectations

Describe what would success look like: Implement school-wide behavior expectations and common classroom process and procedures that support a culture of high expectaionts for behavior and Leadership.

Associated Root Causes:

Previous Year Root Cause - Lack of a Culture of Leadership & High Expectations:



There is a need to increase Teacher/Student trusting relationship and to increase relevance for students of Poverty - Access to resources to prepare for the future and to set a goal and direction. Goal Setting and Leadership Skills.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 First Days - Year 2	Full Staff Training - Common Expectations for Classroom Procedures	07/01/2017 08/31/2017	Extra Duty for Additional PD Time - Book Study Resouces	First Days Team - Principal	Not Started
 8 Days - Year	Full Staff Training - Common expectations for school-wide behavior	08/01/2017 08/24/2017	Extra Duty for Additional PD time and behavior materials	SW - Behavior Team	Not Started

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Reading Growth and Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R



2017-2018: Increase Reading achievement Mean Scale Score of 724 to 734 for All Students

2018-2019:

INTERIM MEASURES FOR 2017-2018:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2017-2018: Increase MGP from 45 to 50 for All Students

2018-2019:

INTERIM MEASURES FOR 2017-2018:



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2017-2018: Increase Reading achievement Mean Scale Score of 700 to 715 for Previous SRD Students

2018-2019:

INTERIM MEASURES FOR 2017-2018:



Priority Performance Challenge : Math Growth and Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2017-2018: Increase Math achievement Mean Scale Score of 724 to 734 for All Students

2018-2019:

INTERIM MEASURES FOR 2017-2018:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2017-2018: Increase MGP from 44 to 50 for All Students

2018-2019:

INTERIM MEASURES FOR 2017-2018:



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2017-2018: Increase MGP from 44 to 50 for ELL Students

2018-2019:

INTERIM MEASURES FOR 2017-2018: