

Executive Summary

School Information

School Name	Grades Served	Phone
Beulah Heights Elementary School		7195497510
District Name	Principal	Website
Pueblo City 60	JONATHAN DEHN	

Description

Staff Configuration: Beulah Heights consists of the following: One principal, Full time counselor, a Dean of Students, a Math Coach, and 12 classroom teachers. Classrooms equate to two teachers per grade level across all grades. The support staff consists of the following staff members: Three exceptional student services. One teacher for moderate needs one teacher for Significant needs, and one for and Affective Needs program, .25 English as a Second Language instructor, Physical Education teacher, a Music teacher, a Science teacher, and a K-3 interventionist. Support Services (Exceptional Student Services, English as a Second Language): Beulah Heights provides specialized individual services in the area of English as a Second Language, Gifted and Talented, as well as Exceptional Student Services (SLD, SSN, and ANS) for those students who have been identified. Each student that is identified has a tailored Individualized Education Plan that ensures the services are provided in direct alignment with the identified student educational goals. Early Childhood Programs (Preschool & Kindergarten): The staff at Beulah Heights believes in preventative intervention as a means for closing the achievement gap and therefore, works in collaboration with Early Childhood Department. Beulah Heights provides two full day preschool programs both support 4 year old students. This classrooms can serves 16 students each. Student Demographics: Student enrollment at Beulah Heights had seen a decline in students since 2015. On average from 2015- 2023 we have seen a decrease of approximately 10 students per year. This trend has remained as our current enrollment has decreased to approximately 240-250 students k-5. Student Discipline: Beulah Heights continues to see stabilization and decreases in discipline data. We have continued to build structures around SEL and positive supports as an increase in student trauma has been identified as an ongoing trend. We believe these focuses along with utilization of consistent MTTs structures will support student discipline. Between the 21/22 SY and 22/23 SY we saw a decrease from 74 major events to 64 major events. Course Taking Patterns: All students attend Music, Science and Physical Education. All students participate in differentiated supports: Extended studies, grade level support, below grade level support, or well-below grade level support. These grouping are based on progress monitoring support and assessment data.

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**

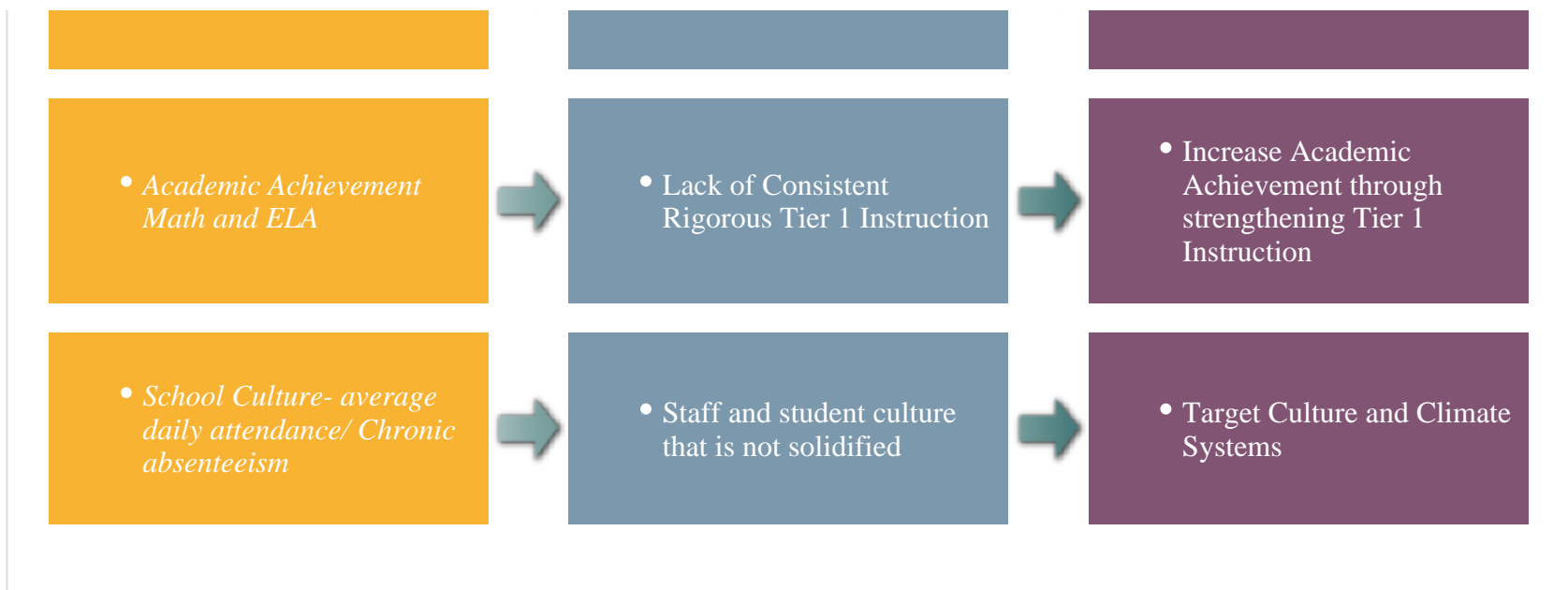
• *Family and community
engagement*



• Lack of Family Engagement



• Building community



Student Performance Priorities

Student Performance Priority Summary

Beulah Heights continues to see a dramatic need to improve student achievement. Our student achievement has declined over the last 2 years in both ELA and Math as evidenced by the school performance framework. Additionally, our chronic absenteeism rate is high for an elementary school. Students need to be in attendance to learn. We also have a high percentage of families in need and the need for community partnerships is greater than ever. Our families need help meeting their needs so that they can focus on getting their students to school.

Student Performance Priority: Family and community engagement

Student Performance Priority Category

Other growth

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

1 2 3 4 5 Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Currently 6 families consistently engage

What is the end of 2025-26 school year (2 year) measure and target?

Goal is to increase to 30 families

Interim Measure and Target?

Parent Advisory committee meeting attendance

Measurement Dates

06 / 05 / 2025

What is the end of 2024-25 school year (1 year) measure and target?

Goal is to increase to 20 families

Student Performance Priority: Academic Achievement Math and ELA

Student Performance Priority Category

Other achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Free/Reduced Lunch English Learners/Multi-Language Learners
Students of Color/Minority Students Students with
disabilities/IEPs All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

1 2 3 4 5 Kindergarten

What is the current performance of this Student Performance Priority?

ELA CMAS mean scale score 712.5

What is the end of 2025-26 school year (2 year) measure and target?

All students and sub groups will increase to 732

What is the end of 2024-25 school year (1 year) measure and target?

All students and sub groups will increase to 722.3

What is the current performance of this Student Performance Priority?

CMAS math scale score is 716.8

What is the end of 2025-26 school year (2 year) measure and target?

All students and sub groups increase to 730

What is the end of 2024-25 school year (1 year) measure and target?

All students and sub groups increase to 719.1

What is the current performance of this Student Performance Priority?

Currently number of READ plans schoolwide are at 96 students, approximately 38%

What is the end of 2025-26 school year (2 year) measure and target?

Interim Measure and Target?

Measurement Dates

IStation monthly monitoring

05 / 30 / 2025

Interim Measure and Target?

Measurement Dates

IStation quarterly monitoring

05 / 30 / 2025

Reduce the number of students on READ plans to 25%

What is the end of 2024-25 school year (1 year) measure and target?

Reduce the number of students on READ plans to 30%

Interim Measure and Target?

IStation monthly monitoring

Measurement Dates

05 / 30 / 2025

Student Performance Priority: School Culture- average daily attendance/ Chronic absenteeism

Student Performance Priority Category

Student Engagement (e.g. attendance, mobility, chronic absenteeism)

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

1 2 Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Average daily attendance is currently at 90%, current level of chronic absenteeism is at 36%

What is the end of 2025-26 school year (2 year) measure and target?

Average daily attendance will increase to 95%, and decrease chronic absenteeism will decrease to 25% %

What is the end of 2024-25 school year (1 year) measure and target?

Average daily attendance will increase to 92%, and decrease chronic absenteeism will decrease to 30%

Interim Measure and Target?

Average daily attendance and chronic absenteeism

Measurement Dates

06 / 04 / 2026

Root Cause Analysis



Family and community engagement



Lack of Family Engagement

Provide a short description of this Root Cause

Lack family engagement in school mission, feedback, and building a strong sense of belonging in our community.

Root Cause Category

Family/community engagement

Provide a rationale for how this Root Causes was selected and verified.

Inconsistent engagement in school systems to support and engage the community and families in meaningful feedback and planning to support the schools mission. Approximately 6 families consistently engage in monthly opportunities to support improvement planning.



Academic Achievement Math and ELA



Lack of Consistent Rigorous Tier 1 Instruction

Provide a short description of this Root Cause

Lack of consistent practices for all students to receive rigorous, grade level instruction and opportunities for meaningful learning experiences

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

Three years of declining achievement per CMAS assessment.



School Culture- average daily attendance/ Chronic absenteeism



Staff and student culture that is not solidified

Provide a short description of this Root Cause

Improved, but not solidified systems for intentional and positive school wide culture characterized by high support and 100% accountability where all adults hold each other and students accountable for adherence to agreed-upon routines, systems, and procedures.

Root Cause Category

Student engagement systems

Provide a rationale for how this Root Causes was selected and verified.

Pre-k, Kindergarten, 1st, and 2nd grade average daily attendance is consistently below average daily attendance goals. Where we have seen an overall growth back to pre pandemic numbers, the identified grades are between 10-20% below our targeted goal of 92%

Major Improvement Strategies



Increase Academic Achievement through strengthening Tier 1 Instruction

Major Improvement Strategy Category

Continuous Improvement

Please write a description/overview of the Major Improvement Strategy.

Ensure all students receive rigorous, grade level instruction and opportunities for meaningful learning experiences

What Root Causes does this Major Improvement Strategy address?

- Lack of Consistent Rigorous Tier 1 Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Local and state data indicates that student achievement is declining and the need for rigorous Tier 1 instruction is significant. CDE strategy guide on coaching and data driven instruction.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I;EASI Grant;Non-CDE Grant;Fundraising



Target Culture and Climate Systems

Major Improvement Strategy Category

School or District Climate and Culture

Please write a description/overview of the Major Improvement Strategy.

Create an intentional and positive school wide culture characterized by high support and 100% accountability where all adults hold each other and students accountable for adherence to agreed-upon routines, systems, and procedures. Target identified grade for supporting average daily attendance.

What Root Causes does this Major Improvement Strategy address?

- Staff and student culture that is not solidified

Describe the evidence/research that supports this Major Improvement Strategy.

Inconsistent use of positive referral systems and PBIS system across all classrooms. Identified grade levels are 10-20% below average daily attendance goals. CDE on trauma informed educational strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I;Fundraising;Other



Building community

Major Improvement Strategy Category

Family and Community Engagement

Please write a description/overview of the Major Improvement Strategy.

Increase family engagement in our school mission and build a strong sense of belonging in our community

What Root Causes does this Major Improvement Strategy address?

- Lack of Family Engagement

Describe the evidence/research that supports this Major Improvement Strategy.

Inconsistent engagement in school systems to support and engage the community and families in meaningful feedback and planning to support the schools mission. Approximately 6 families consistently engage in monthly opportunities to support improvement planning. Approximately 20-30 families engage and participate in extra curricular events and activities: cooking matters, family field trips, family breakfasts, etc. Overall family representation is small in comparison to total number of families enrolled. CDE's strategy guide on Family School Community Partnerships.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I;Non-CDE Grant;Fundraising;Other

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	<input checked="" type="checkbox"/> I agree
The plan was developed in partnership with stakeholders, including principals and other school leaders, teachers, parents and the school accountability Committee. If all stakeholders have not been included, provide a plan in the data narrative for engagement with each group.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholders were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
The school will involve stakeholders -- at a minimum the SAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	<input checked="" type="checkbox"/> I agree
Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the		

public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.

State Identification

I agree

K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

Serves K-3

I agree

The UIP must address assurances, targets, and strategies that respond to the needs of students below grade level or struggling in mathematics. Find CDE programs and professional development to support identified strategies on the Math:

Math Acceleration

I agree

<https://www.cde.state.co.us/comath/improvingmathoutcomes>

Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).

Improvement, Priority Improvement and Turnaround Plans

I agree