

Executive Summary

School Information

School Name	Grades Served	Phone
W H Heaton Middle School		7195497420
District Name	Principal	Website
Pueblo City 60	JAYME STANGIER	

Description

Heaton Middle School is a tradition-rich school that was built as a neighborhood middle school in 1960 on Pueblo’s northeast side of town. Heaton is an AVID School and provides a true middle school experience where students can participate in robust music, arts, health and career and technical course offerings. Heaton is currently rated PRIORITY IMPROVEMENT as of 2024 on the Colorado School Performance Framework. The current staff at Heaton consists of 39 teachers, three administrators, one Dean of Students, six paraprofessionals, two counselors, one social worker, one Engagement Coordinator and two school security guards. The current Principal has served the school as Principal since 2014 but has also been in the building as a teacher and AP since 2002. Currently, there are 590 students enrolled in the school. The school has a population that includes approximately 80% free lunch students. The school has a Hispanic population of 80% and a Caucasian/Other population of approximately 20%. Heaton has historically been a Title I School and currently is receiving Federal Title I dollars to support student achievement in math and reading. . As an AVID school, we have participated in AVID Professional Development yearly to support current and new teachers. Yearly a team of teachers attend AVID Summer Institute Professional Development. This professional development focuses on best, first instructional practices to help students engage in the content through strategies that practice and enhance skills in writing, reading, inquiry, collaboration and organization.

Relationship of UIP Elements



Student Performance Priorities

- *Improve and Sustain the Quality of Tier 1 Instruction In Math.*



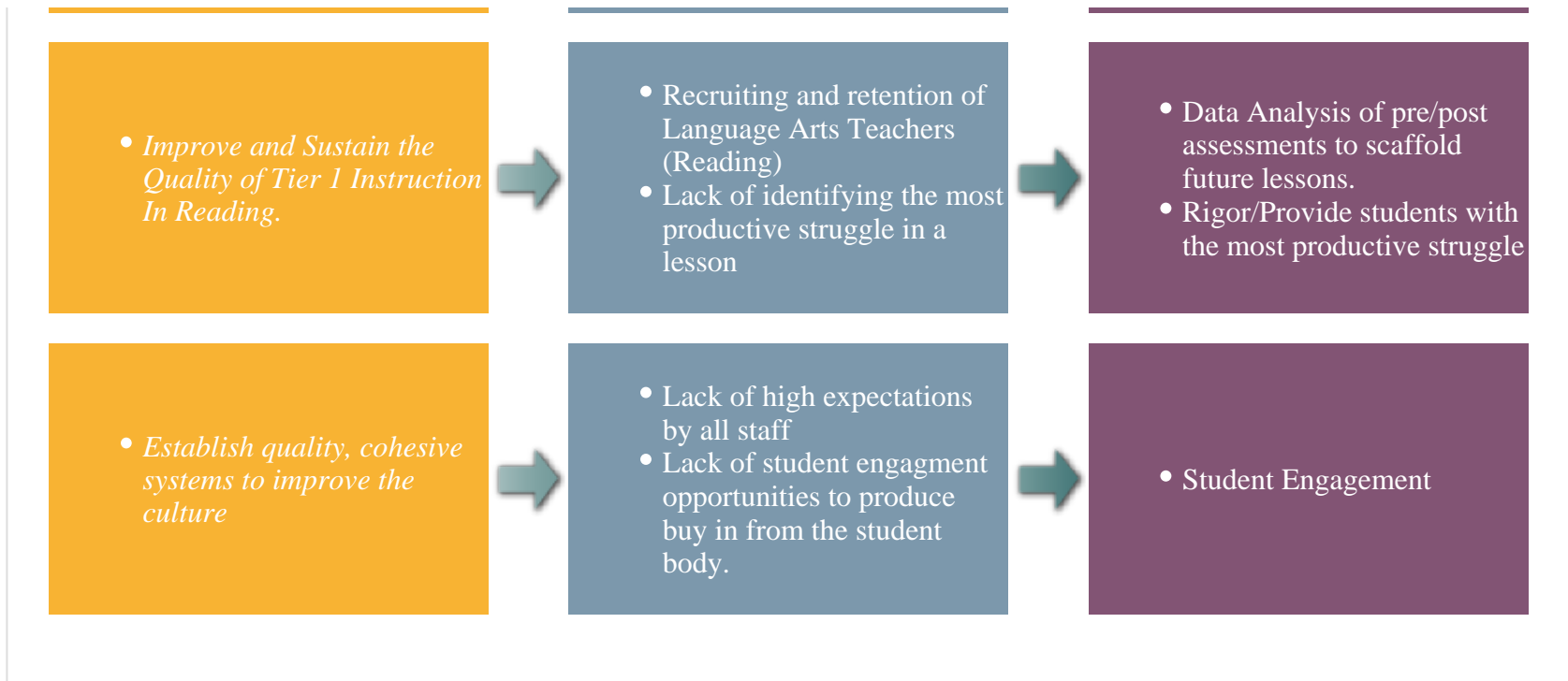
Root Cause

- Lack of planning lessons to address conceptual understanding (Math)
- Lack of data analysis of formative and summative assessments in all classes
- Lack of scaffolding to allow for students to access rigorous work.



Major Improvement Strategies

- Rigor/Provide students with the most productive struggle
- Data Analysis of pre/post assessments to scaffold future lessons.



Student Performance Priorities

Student Performance Priority Summary

Following COVID and the return of students to school, we saw a major shift in student attendance, behavior and coursework/grades. Attendance and enrollment have declined, habitually disruptive behaviors increased significantly and students' refusal to complete work increased the number of failing grades/courses. For the past three years, student gaps in math and reading have continued to widen. Student data shows that they are coming to middle school farther behind than prior to COVID. As a result of these issues, we have also seen a mass exodus of teachers at the middle school level. In 22-23, Heaton had 15 teachers move on to other schools or leave the profession including 5 of the 6 Language Arts teachers, and 4 of the 6 social studies teachers. In the 23-24 school year, Heaton had 12 teachers leave to other schools or leave the profession including 5 of the 6 social studies teachers. In 23-24, students' Attendance shifted from a high before COVID at approximately 90% to 84% this past year. Behavior incidents in 22-23 quadrupled from before COVID and included highly disruptive behaviors and disorderly conduct/fighting. As a result, we determined we should hire a second security guard to help support non-structured time (arrival, dismissal, lunch and passing). We have also determined that our work needs to include in improving instruction in math and reading AND improve the overall culture of our school to help students contribute to their learning and growth.

LOCAL DATA

NWEA Data 23-24 (Number of students meeting their RIT Personalized RIT Scores)

Grade	Math	Reading
6th	30.1%	11.9%
7th	54.1%	30.4%
8th	43.5%	29.0%

Course Failures

6th Grade	108 Students earned an F one or more quarters this year (Up to 3rd Qt). This is 54% of the class.
7th Grade	89 Students earned an F one or more quarters this year. (Up to 3rd Qt) This is 42% of the class.
8th Grade	80 Students earned an F one or more quarters this year. (Up to 3rd QT) This is 41% of the class.

Attendance

Grade	Average
6 th	87.21%
7 th	87.85%
8 th	85.03%
Average	86.73%

Behavior

Grade	
6	252 events/105 Students
7	272events /118 Students
8	277evetns /116 Students

Referrals by Teacher

Teacher	# of Referrals
Teacher A (8)	61
Teacher B (6)	50
Teacher C (All)	46
Teacher D (7)	42
Teacher E (7/8)	35
Teacher F (6)	32
Teacher G (7)	30
Teacher H (7)	16
Teacher I (All)	14
Teacher J (6)	14
Teacher K (8)	14

Student Performance Priority: Improve and Sustain the Quality of Tier 1 Instruction In Math.

Student Performance Priority Category

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)

6 7 8

What is the current performance of this Student Performance Priority?

714

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

731.2/CMAS

Interim Measure and Target?

Measurement Dates

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

720/CMAS

NWEW Math
NWEW Math

Student Performance Priority: Improve and Sustain the Quality of Tier 1 Instruction In Reading.

Student Performance Priority Category

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)

6 7 8

What is the current performance of this Student Performance Priority?

728

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

740.1/CMAS

Interim Measure and Target?

Measurement Dates

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

734/CMAS

NWEA Reading
NWEW Reading

Student Performance Priority: Establish quality, cohesive systems to improve the culture

Student Performance Priority Category

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)

6 7 8

What is the current performance of this Student Performance Priority?

84% /Attendance Rate ADA Report

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

94%/Attendance ADA Report

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

90% /Attendance ADA Report

Interim Measure and Target?

Attendance ADA Reports
 Attendance ADA Reports
 Attendance ADA Reports
 Attendance ADA Reports

Measurement Dates

What is the current performance of this Student Performance Priority?

Behavior Data / Referrals

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

Behavior Referral Numbers /

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

Behavior Referral Numbers /

Interim Measure and Target?

Behavior Referral Numbers
 Behavior Referral Numbers
 Behavior Referral Numbers
 Behavior Referral Numbers

Measurement Dates

Root Cause Analysis



Improve and Sustain the Quality of Tier 1 Instruction In Math.



Lack of planning lessons to address conceptual understanding (Math)

Provide a short description of this Root Cause

Lessons do not include conceptual understanding strategies. Lessons also do not include real-world aspects that help students connect their prior knowledge.

Root Cause Category

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

The root cause was selected based on student achievement data and NWEA interim data. This was also based upon submitted lessons and an analysis of the math textbook and district scope and sequence.



Lack of data analysis of formative and summative assessments in all classes

Provide a short description of this Root Cause

Teachers use the PLC time to plan lessons but do not utilize time to analyze and interpret formative and summative data in all grade levels.

Root Cause Category

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

The root cause was selected based on student achievement data and NWEA interim data.



Lack of scaffolding to allow for students to access rigorous work.

Provide a short description of this Root Cause

Lessons also do not include real-world aspects that help students connect their prior knowledge to the current lesson.

Root Cause Category

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

The math lessons do not include information that helps students make connections to their learning that ties to real-world math.



Improve and Sustain the Quality of Tier 1 Instruction In Reading.



Recruiting and retention of Language Arts Teachers (Reading)

Provide a short description of this Root Cause

The evidence that supports the root cause of this Student Performance Priority was determined when looking at consistent staff practices and expectations of students. In examining this information, Heaton has had routine teacher turnover for the past three years. Currently, there is one of the six teachers in the department who have been at Heaton for more than one year. In the 2022-23 school year, 4 of the 6 teachers remained at Heaton for the upcoming school year. At the end of 22-23 school year, 5 of the 6 teachers left Heaton to pursue other positions. Last year, 2023-24, five new teachers were hired, one resigned in October, two were Teach for America teachers with no teaching experience, one of the teachers was a Teacher in Residence (TIR) and one was returning to teaching after teaching abroad for several years. To address the shortage of the teacher who resigned in October staff members in administrative or coaching roles provided instruction for those students during the later part of the 1st semester until another teacher could be hired at the semester. There were significant disruptions to the learning environment for 50% of the 8th-grade students.

Root Cause Category

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

The root cause was selected based on student achievement data, historical human resource data and NWEA interim data.



Lack of identifying the most productive struggle in a lesson

Provide a short description of this Root Cause

The curriculum and textbook for English/Language Arts do not identify the most productive struggle to help teachers establish that concept in the lesson. New and inexperienced teachers do not have the professional development to support this in the lesson-planning process.

Root Cause Category

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

The root cause was selected based on student achievement data, student growth data, and NWEA interim data.



Establish quality, cohesive systems to improve the culture



Lack of high expectations by all staff

Provide a short description of this Root Cause

After COVID, students returned to school with very different needs. Increased behavior concerns, habitually disruptive behaviors and disorderly conduct offenses quadrupled. Attendance and enrollment decreased. Prior to COVID, our enrollment was 750 plus students. This year we are barely at 600 students. Both students and teachers have shifted away from the traditional middle schools. Teachers have been challenged by disruptive behaviors and student apathy that has prevented teachers from helping students achieve and grow.

Root Cause Category

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

The root cause was selected based on student achievement data, student growth data, and NWEA interim data. The root cause was also selected based on enrollment, attendance, and behavior data.



Lack of student engagement opportunities to produce buy in from the student body.

Provide a short description of this Root Cause

After COVID, students returned to school with very different needs. Increased behavior concerns, habitually disruptive behaviors and disorderly conduct offenses quadrupled. Attendance and enrollment decreased. Prior to COVID, our enrollment was 750 plus students. This year we are barely at 600 students. Both students and teachers have shifted away from the traditional middle schools. Teachers have been challenged by disruptive behaviors and student apathy that has prevented teachers from helping students achieve and grow.

Root Cause Category

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

The root cause was selected based on student achievement data, student growth data, and NWEA interim data. The root cause was also selected based on enrollment, attendance, and behavior data.

Major Improvement Strategies



Rigor/Provide students with the most productive struggle

Major Improvement Strategy Category

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

Leaders provide a system for teachers to effectively plan during the PLC to create standards-based lesson plans (PLC Agenda) that deliver critical thinking and high engagement. (AVID/Tier 1 Best Instructional Practices) This is done through backward planning, unpacking standards, developing key critical thinking questions, and creating opportunities for student collaboration. Teachers use PLC time to collect and analyze data while calibrating grading practices. We will also continue using the current lesson plan templates to ensure the delivery reflects our desire to challenge students with increased rigor

What Root Causes does this Major Improvement Strategy address?

- Lack of planning lessons to address conceptual understanding (Math)
- Lack of identifying the most productive struggle in a lesson

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

While lessons include elements of the Standards and concepts addressed in the lessons, the pinnacle of the lesson that would require the students a task that would provide the most productive struggle do not happen routinely. NWEA data, CMAS data, and other local data.

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



Data Analysis of pre/post assessments to scaffold future lessons.

Major Improvement Strategy Category

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

Leaders provide a system for teachers to effectively plan during the PLC to create standards-based lesson plans (PLC Agenda) that deliver critical thinking and high engagement. (AVID/Tier 1 Best Instructional Practices) This is done through backward planning, unpacking standards, developing key critical thinking questions, and creating opportunities for student collaboration. Teachers use PLC time to collect and analyze data while calibrating grading practices. We will also continue using the current lesson plan templates to ensure the delivery reflects our desire to challenge students with increased rigor

What Root Causes does this Major Improvement Strategy address?

- Lack of scaffolding to allow for students to access rigorous work.

- Recruiting and retention of Language Arts Teachers (Reading)
- Lack of identifying the most productive struggle in a lesson

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

While lessons include elements of the Standards and concepts addressed in the lessons, the pinnacle of the lesson that would require the students a task that would provide the most productive struggle do not happen routinely. NWEA data, CMAS data, and other local data.

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



Student Engagement

Major Improvement Strategy Category

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

Leaders create a system that provides teachers and staff the agency to manage the school environment effectively by ensuring the correct systems are in place to create order. Leaders provide professional development for each new/adjusted system. Leaders also provide ongoing support, feedback, and coaching. Teachers are consistent in their expectations, have effective systems in place, and hold students accountable for their learning. Students are proud of the work they are doing. This system helps with the following: Leaders also create a system that provides and holds teachers accountable for having high expectations for their students by reviewing lesson plans weekly and providing feedback to teachers on Objective, Bell Ringer, and Exit Ticket. Leaders also conduct weekly walkthroughs on the staff members they are evaluating and plan for ongoing professional development by sharing in weekly calibration meetings with the school administration, dean, and coach. -Increased attendance -Increased growth and achievement -More opportunities for admin to support teachers in the classroom with instruction (observation /feedback) -Continue to create a positive and safe school culture and climate -Students and staff receive needed support to implement a cohesive MTSS system

What Root Causes does this Major Improvement Strategy address?

- Lack of high expectations by all staff
- Lack of student engagement opportunities to produce buy in from the student body.

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

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

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

I agree

The plan was developed in partnership with a variety of stakeholders, including school staff and the School Accountability Committee (SAC).

ALL

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

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

The rationale describes performance patterns that led to prioritizing math. If the data analysis does not support prioritizing math, then an explanation is included to document rationale for the school-wide direction.

Math Acceleration

I agree

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