

Executive Summary

School Information

School Name	Grades Served	Phone
Highland Park Elementary School		7195497560
District Name	Principal	Website
Pueblo City 60	CRYSTAL GALLEGOS	

Description

Highland Park has an approx. enrollment of 247 students in Preschool through Fifth grade. Highland Park’s free and reduced lunch percentage for the 2023-2024 school year was 85.71%. We have a two track of teachers in K-5; with an average of 22 students per class. This is our fourth year as a Title I school. Highland Park's teaching staff consists of: 12 classroom teachers, 2 specialist teachers (Music and physical education), 3 Exceptional Student Service teachers, 9 paraprofessionals, 1 Instructional Tutor, 1 instructional coach, 1 reading interventionist, and 1 RtI Coordinator/Behavior Interventionist and 1 Educational Assistant-Media. Highland Park has a full time counselor and 1 Teacher on Special Assignment (TOSA) position this year in order to help build capacity with our Project Lead the Way (PLTW) curriculum as well as implementation. This year we have seven new teachers and five retired teachers in our building, due to loss of staff and replacement of retired teachers in the building from last year. Student Demographics: The demographic breakdown of our student population consists of 75% Minority Students, 20% of our student population are students on IEP's, 2.5% of our student population are Gifted and Talented, and 1.44% are Multilingual Learners. READ ACT: All students on READ plans in K-3 will continue with a targeted reading intervention program. Highland Park currently has 89 students on READ plans. We utilize Wonders as our core curriculum, 95% Intervention and SIPPS for intervention, and Istation as our assessment tool. Course taking: Our stakeholders examined the course taking report and found there to be no evidence of patterns of discrepancies in the courses assigned to students at Highland Park Elementary. Students in all grades take the same courses (Math, ELA, Science, Social Studies, Music, and Physical Education.) Once enrolled, students at Highland Park elementary, are assigned courses based on grade level, not by disaggregated groups. Stakeholders: Data analysis and improvement planning was done in conjunction with building staff, building leadership team, and the school accountability committee. These teams revisited and collaborated on the unified improvement plan performance targets and improvement plan to make adjustments based on state assessment data and school performance framework for 2024. This year our performance rating moved to Turnaround. We currently work with 2Partner Mathematics Consulting Group.

Relationship of UIP Elements



**Student Performance
Priorities**

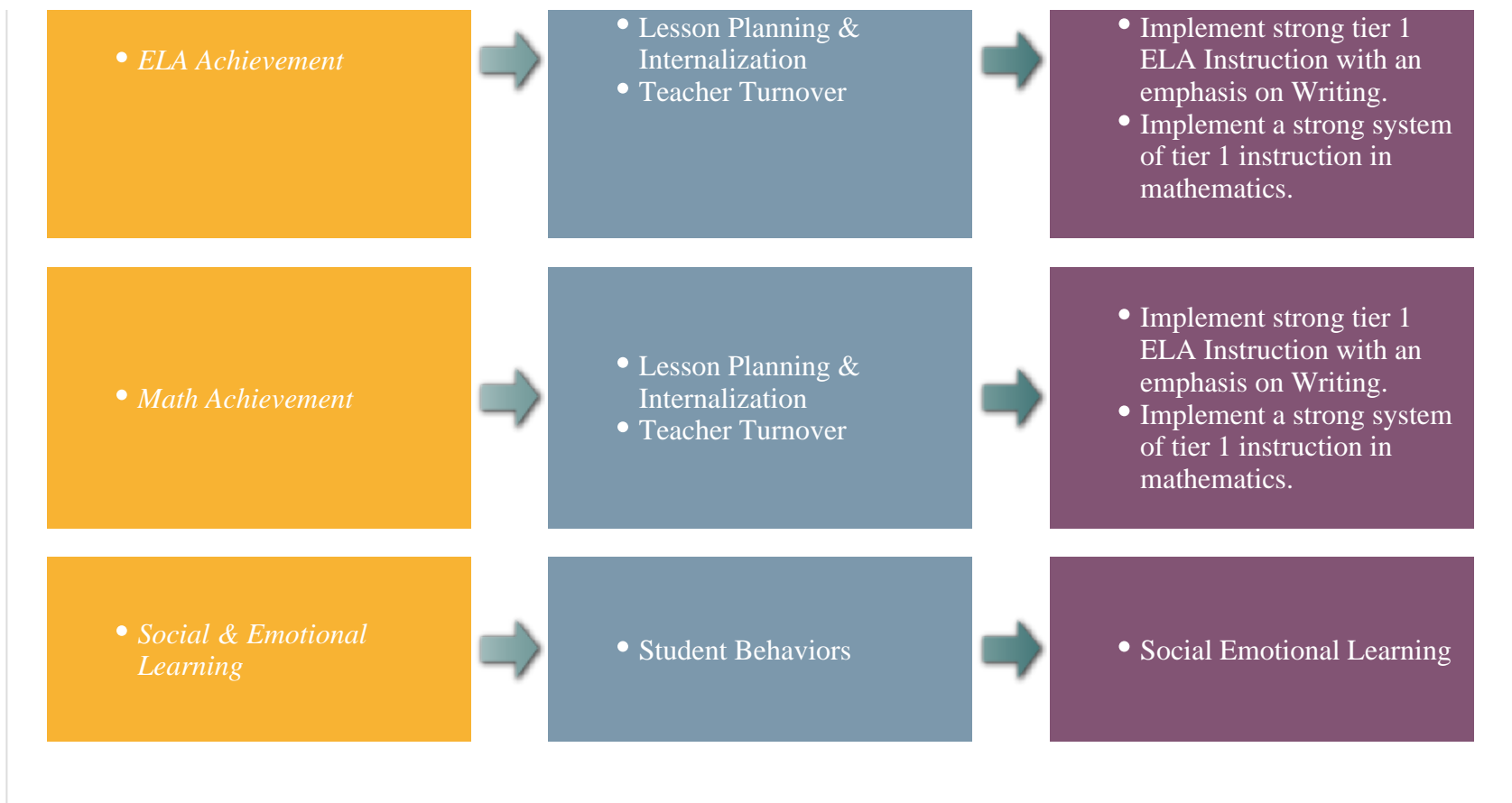


Root Cause



**Major Improvement
Strategies**





Student Performance Priorities

Student Performance Priority Summary

These root causes were identified and verified in conjunction with the building staff, building leadership team and our external partners, 2Partner, provided external diagnostic reviews which also identified these root causes. This was a multi step process beginning with gathering and analyzing our data; looking at past and current performance trends in our school and district data; continuing with our performance challenges, identifying root causes and setting new targets for this year. Overall, a review of CMAS assessment scores for the previous three years has indicated little to no progress in academic achievement causing us to take a hard look at the processes and procedures in place for tier 1 instruction.

Student Performance Priority: ELA Achievement

Student Performance Priority Category

English/Language Arts achievement

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

Students with disabilities/IEPs All Student Population

What is the current performance of this Student Performance Priority?

The 2024 scale score was 718.4.

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

1 2 3 4 5 Kindergarten

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

The goal is a scale score of 730.

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

The goal is a scale score of 722.3.

What is the current performance of this Student Performance Priority?

There are currently 89 students identified as having a significant reading deficiency and have a READ plan..

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

The end of the 2025-26 school year we will decrease the number of READ plans by 10%.

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

The end of the 2024-25 school year we will decrease the number of READ plans by 10%.

Interim Measure and Target?

Measurement Dates

Istation Monthly Monitoring

05 / 08 / 2025

Interim Measure and Target?

Measurement Dates

Istation Monthly Assessments

05 / 08 / 2025

Student Performance Priority: Math Achievement

Student Performance Priority Category

Math

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

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?

The 2024 scale score was 719.7.

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

The goal is a scale score of 734.3.

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

The goal is a scale score of 727.

Interim Measure and Target?

Measurement Dates

Istation Benchmark Assessments

05 / 08 / 2025

Student Performance Priority: Social & Emotional Learning

Student Performance Priority Category

Social-Emotional/Trauma-Informed

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

Root Cause Analysis



ELA Achievement



Lesson Planning & Internalization

Provide a short description of this Root Cause

In an effort to be more efficient with time teachers have distributed lesson planning by subject; which is making lesson internalization for all teachers not as deep as the one who is completing the lesson plans.

Root Cause Category

Teacher Development

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

Grade level Lesson Planning and Internalization will be supported by principal and coach to ensure a consistent protocol is in place by all teachers.



Teacher Turnover

Provide a short description of this Root Cause

Teacher consistency needs to be a goal so that teachers are developing their skills in the same grade over multiple years leading to a deeper grade level understanding of standards.

Root Cause Category

Staffing

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

Consistency in staffing provides consistency in understanding by the teacher for the students.



Math Achievement



Lesson Planning & Internalization

Provide a short description of this Root Cause

In an effort to be more efficient with time teachers have distributed lesson planning by subject; which is making lesson internalization for all teachers not as deep as the one who is completing the lesson plans.

Root Cause Category

Teacher Development

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

Grade level Lesson Planning and Internalization will be supported by principal and coach to ensure a consistent protocol is in place by all teachers.



Teacher Turnover

Provide a short description of this Root Cause

Teacher consistency needs to be a goal so that teachers are developing their skills in the same grade over multiple years leading to a deeper grade level understanding of standards.

Root Cause Category

Staffing

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

Consistency in staffing provides consistency in understanding by the teacher for the students.



Social & Emotional Learning



Student Behaviors

Provide a short description of this Root Cause

There has been an increase in student behavior referrals from classroom teachers. Teachers are needing more support with regulating student behavior in order to stay in the classroom and learn.

Root Cause Category

Social-Emotional/Trauma-Informed

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

More of the families at Highland Park are reporting trauma that is happening outside of school during school held meetings. Teachers are needing support in how to address student emotional needs in conjunction with their academic needs.

Major Improvement Strategies



Implement strong tier 1 ELA Instruction with an emphasis on Writing.

Major Improvement Strategy Category

Instructional Leadership

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

Leader will collaborate with teachers to plan instruction during PLC's, supporting the identification of the most important learning to take place based on the standards. Teachers identify the desired outcomes: ideal oral and written responses to generate student thought and discussion in the classroom where/when it occurs in the lesson. This allows students to discuss and respond in written form so they do more of the cognitive lift. Leaders conduct regular rounds of walkthroughs to monitor implementation and provide viable and constructive feedback to staff.

What Root Causes does this Major Improvement Strategy address?

- Lesson Planning & Internalization
- Teacher Turnover

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

Coaching cycles are a collaborative process that will help them to know they have support in the implementation of the entire teaching and learning cycle.

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

Title I;Other



Implement a strong system of tier 1 instruction in mathematics.

Major Improvement Strategy Category

Instructional Leadership

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

Leader will collaborate with teachers to plan instruction during PLC's, supporting the identification of the most important learning to take place based on the standards. Teachers will deliver a consistent 90 minute math block that identifies the lesson objective, student manipulatives, a mini lesson, student work time, debrief/summary, exit ticket, fluency centers, and small group lessons. Leaders conduct regular rounds of walkthroughs to monitor implementation and provide viable and constructive feedback to staff.

What Root Causes does this Major Improvement Strategy address?

- Lesson Planning & Internalization

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

Coaching cycles are a collaborative process that will help them to know they have support in the implementation of the entire teaching and learning cycle.

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

Title I;Other



Social Emotional Learning

Major Improvement Strategy Category

School or District Climate and Culture

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

The school focus will be on positive students behaviors and students will be able to identify and utilize strategies to work through their emotional needs. The staff at Highland Park will understand, identify and be able to respond to student emotional needs.

What Root Causes does this Major Improvement Strategy address?

- Student Behaviors

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

Staff have not received sufficient social and emotional training that equips them with strategies to support the students in their classrooms. Social and Emotional learning processes are not consistently implemented and practiced across all classrooms. Reinforcement of negative behaviors needs to be replaced with recognition and reinforcement of positive behaviors.

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

Other

Assurances & Requirements

Requirement	Meets expectations for	Agreement
<p>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).</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> I agree</p>
<p>The plan was developed in partnership with stakeholders, including principals and other</p>		

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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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: https://www.cde.state.co.us/comath/improvingmathoutcomes	Math Acceleration	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> I agree