COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

School Name	**Grades Served**	**Phone**
Columbian Elementary School		7195497525
District Name	**Principal**	**Website**
Pueblo City 60	MICHELLE ALCON MONTOYA	

Description

Columbian Elementary is a Title I school located in the Bessemer area of Pueblo. It is a neighborhood school and the area is predominately low-socioeconomic in nature, the average income level of our students is low to well below the poverty level. The largest Subsidized Housing facility in the city of Pueblo is within the boundaries of Columbian Elementary. The student population is 313 students K-5, with 3 Preschool classes with about 60 students. The percentage of students who qualified for Free/Reduced meals each year is around 93%, one of the highest in the district. Columbian's minority population is almost 73%. About 3% of our students have been identified as Title X, under the McKinney-Vento Homeless Act. Columbian Elementary continues to work on increasing our high-quality Tier I instruction and social-emotional learning for all students.

Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *ELA Achievement*	• Tier I Instructional Strategies in ELA • Targeted Intervention in ELA	• Improve High-quality Tier I instruction to increase student achievement • Create strong MTSS systems and processes to support student achievement
• *Math Achievment*	• Tier I Instructional Strategies in Math • Targeted Intervention in Math	• Improve High-quality Tier I instruction to increase student achievement • Create strong MTSS systems and processes to support student achievement

Student Performance Priorities

Student Performance Priority Summary

It is evident that we need to increase our student achievement and growth in both ELA and Math. It is also evident that our students with disabilities are not moving like their peers.

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 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?

CMAS ELA Achievement 732.3 Mean Scale Score

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

CMAS ELA Achievement 755.9 Mean Scale Score

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

CMAS ELA Achievement 739.5 Mean Scale Score

Interim Measure and Target?

Istation Increase the number of students on or above grade level

Measurement Dates

05 / 05 / 2025

What is the current performance of this Student Performance Priority?

CMAS ELA Growth 38 MGP

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

CMAS ELA Growth 65 MGP

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

CMAS ELA Growth 50 MGP

Interim Measure and Target?

Istation Increase the number of student on or above grade level

Measurement Dates

05 / 05 / 2025

What is the current performance of this Student Performance Priority?

Students below and well below in K-3 Reading. Kinder is at 57%, 1st Grade 77%, 2nd 65%, 3rd 40%.

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

Reduce the cohort percentage of students below and well below by 50%.

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

Reduce the cohort percentage of students below and well below by 30%.

Interim Measure and Target?	Measurement Dates
Istation Monthly Monitoring	05 / 05 / 2025

Student Performance Priority: Math Achievment

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?

CMAS Math Growth 33 MGP

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

CMAS Math Growth 65 MGP

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

CMAS Math Growth 50 MGP

Interim Measure and Target?	Measurement Dates
Istation Increase the number of students on or above grade level	05 / 05 / 2025

What is the current performance of this Student Performance Priority?

CMAS Math Achievement 730.4 Mean Scale Score

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

CMAS Math Achievement 739.5 Mean Scale Score

Interim Measure and Target?	Measurement Dates

| **What is the end of 2024-25 school year (1 year) measure and target?** | Istation Increase the number of students on or above grade level | 05 / 05 / 2025 |
| CMAS Math Achievement 755.9 Mean Scale Score | | |

Root Cause Analysis

ELA Achievement

Tier I Instructional Strategies in ELA

Provide a short description of this Root Cause

Lack of consistent systems so that all teachers feel supported with their Tier I instruction to create an environment of high student expectations and engagement. Lack of focus on standards and how to consistently use them to drive our instruction using our ELA and Math curriculum Lack of consistent systems and routines to strengthen our Tier I.

Root Cause Category

Instruction

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

Data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

Targeted Intervention in ELA

Provide a short description of this Root Cause

Lack of a consistent system/protocol to accurately process building data that is used to drive small group instruction for Math and ELA to view and use the data to quickly and properly intervene at each student's level of need.

Root Cause Category

Instruction

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

Data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

Math Achievment

Tier I Instructional Strategies in Math

Provide a short description of this Root Cause

Lack of consistent systems so that all teachers feel supported with their Tier I instruction to create an environment of high student expectations and engagement. Lack of focus on standards and how to consistently use them to drive our instruction using our ELA and Math curriculum Lack of consistent systems and routines to strengthen our Tier I.

Root Cause Category

Instruction

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

Data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

🌼 Targeted Intervention in Math

Provide a short description of this Root Cause

Lack of a consistent system/protocol to accurately process building data that is used to drive small group instruction for Math and ELA to view and use the data to quickly and properly intervene at each student's level of need.

Root Cause Category

Instruction

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

Data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

Major Improvement Strategies

📋 Improve High-quality Tier I instruction to increase student achievement

Major Improvement Strategy Category

Continuous Improvement

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

Creating consistent systems so that teachers feel supported with their Tier I instruction. Creating an environment of high student expectations and engagement so all teachers new and experienced can teach at their highest capacity. Need to focus on standards and how to consistently use them to drive our instruction using our ELA and Math curriculum Continuing to build consistent systems and routines to strengthen our Tier I. Transitions PBIS MTSS PLC Observation Feedback Lesson Planning Data Tracking

What Root Causes does this Major Improvement Strategy address?

- Tier I Instructional Strategies in ELA

- Tier I Instructional Strategies in Math

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

State and local data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

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

Title I

Create strong MTSS systems and processes to support student achievement

Major Improvement Strategy Category

Continuous Improvement

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

Consistent Weekly Data Meetings Consistent system to track and use data Increased achievement scores for math and ela Confidence as an adult using data to drive instruction Increased ability to identify student skill gaps and quickly intervene

What Root Causes does this Major Improvement Strategy address?

- Tier I Instructional Strategies in ELA

- Targeted Intervention in ELA

- Tier I Instructional Strategies in Math

- Targeted Intervention in Math

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

State and local data shows we need to improve our Tier I and II instructional strategies to increase student achievement and growth for all students and our students with disabilities.

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

Title I

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 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	✔ 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	✔ I agree
Theschool will involve stakeholders -- at a minimum theSAC -- 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
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: https://www.cde.state.co.us/comath/improvingmathoutcomes	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