COLORADO
CDE
Department of Education

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

Executive Summary

School Information

School Name	**Grades Served**	**Phone**
Bradford Elementary School		7195497515
District Name	**Principal**	**Website**
Pueblo City 60	SANDRA ALVAREZ	

Description

VISION STATEMENT Every student at Bradford Elementary is capable of achieving success. MISSION STATEMENT Our community will nurture, educate, and empower every student! Bradford Elementary School is a Title I school located on the lower East side of Pueblo, Colorado. Compared with the average number of students for elementary schools in Colorado, Bradford Elementary is about average hosting an enrollment of 206 students. It currently serves Preschool-5th grade students with a total of 14 classrooms. Three preschool classrooms provide a full-day program for four year-old children and there is one three-year-old classroom that provides a half-day program. 96% of students at Bradford Elementary School qualify for free/reduced lunch services. 84% of Bradford families identify as an ethnic minority, and 14% of our students are English Language Learners who receive Culturally Linguistic Diverse Educational (CLDE) services. Bradford Elementary also has two Mild Moderate (MM) programs and two Severe Support Needs (SSN) programs for students who require Exceptional Student Services (ESS). In all, 30% of Bradford learners have an Individualized Education Plan (IEP). 37% of our students in Kindergarten-5th Grade have a READ plan, and .5% of our students are Gifted and Talented. Bradford Elementary's staff is comprised of a school principal, a dean of students, one instructional coach, and one school counselor. There is one CLDE teacher and one reading interventionist. Bradford has two MM teachers, two SSN teachers, and eight paraprofessional educators to support our ESS programs. We share a school psychologist, speech-language pathologist, community advocate, and a social worker with other Pueblo District 60 schools. Funding for Full Time Equivalent (FTE) certified staff was reduced from 16 teachers to 15 for the 2024-2025 School Year due to a drop in enrollment from the previous school year. 36% of certified teachers on staff are considered probationary teachers. Our preschool staff has six group leaders and three teachers certified in K-2 or K-6 Elementary Education. 28% of Bradford Elementary's staff composition changed prior to the 2024-2025 school year. Four certified teachers, one Teach-for-America candidate, one retired teacher, one new paraprofessional, and a new instructional tutor have joined Bradford's staff. Despite these changes, the school principal and leadership team continue to collaborate with partnerships from district administration and consultants from 2Partner Mathematics Consulting. Specialist teachers also provide after-school enrichment activities for physical education, vocal choir, drumming, and robotics. Community partnerships with the Boys and Girls Club, Lucero Library Branch, Subaru Loves Learning, and Howard Scripps Foundation also contribute to our school mission and family engagement activities. In preparation for the 2024-2025 School Year, Bradford's leadership team analyzed data from CMAS, Istation, and READ plans to identify the goals for our new strategic plan. With support from district administrators, Bradford's principal completed the University of Virginia Partnerships for Leaders in Education (UVA-PLE) Cohort 19 program in the Spring of 2024. Consultants from RELAY and UVA-PLE provided guidance to the instructional team at the end of the 2023-2024 School Year to strengthen school structures and instructional practices for the 2024 Fall Semester. They supported the School Leadership team with ensuring the "big rocks" on the 90 Day Plan were in alignment with District 60's initiative to increase systems of rigor, multi-tiered systems of support, and focus on comprehensive middle school reform. The school principal then shared Bradford's 90 Day Plan with the Building Leadership Team prior to introducing the final draft to the school staff on our first day of professional development. The action steps identified to maximize student learning include 1.) Focus on Academic Achievement by internalizing student data; 2.) Focus on Positive School and Staff Culture; and 3.) Focus on Social Emotional Learning for Students with the implementation of the Zones of Regulation. The 90 Day Plan is an integral resource that holds Bradford's staff accountable to effective planning, PLCs, targeted coaching support, and data analysis.
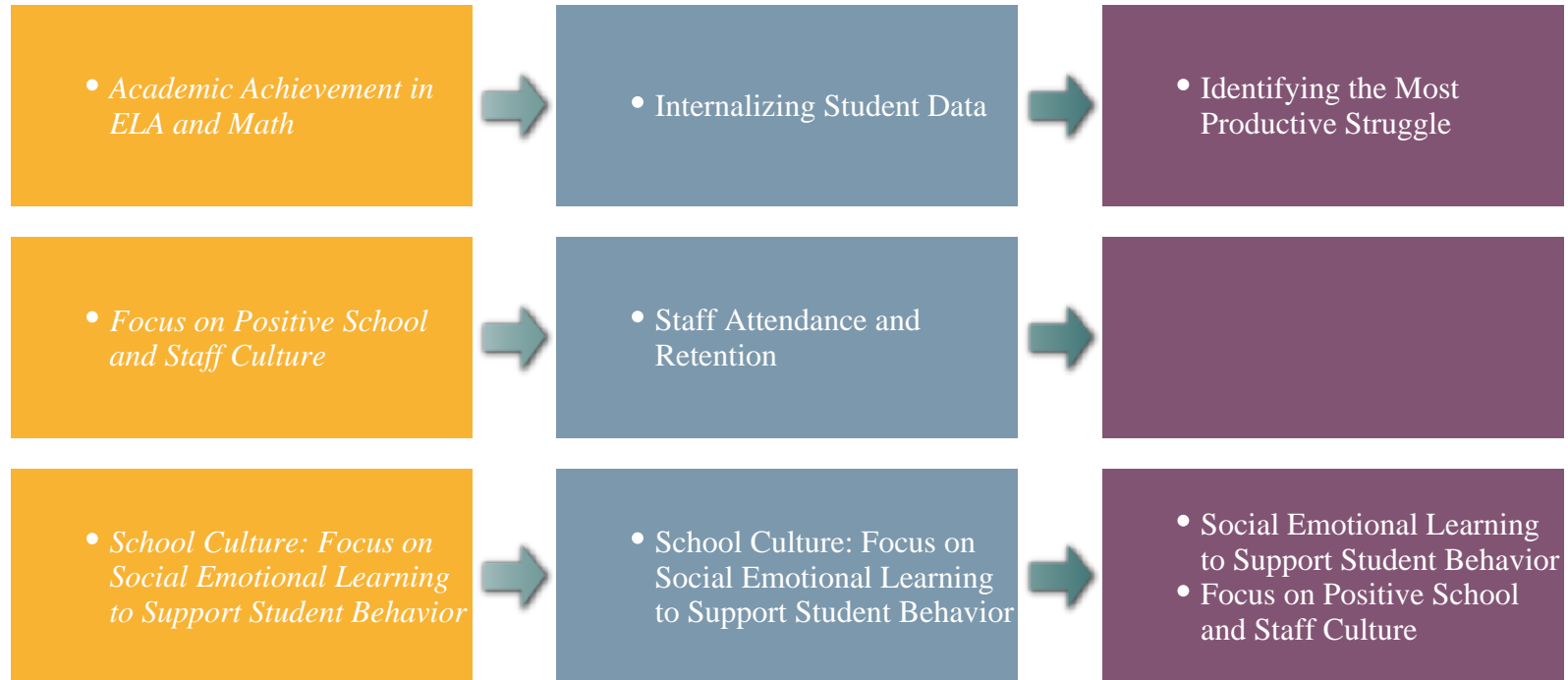
Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
• *Academic Achievement in ELA and Math*	• Internalizing Student Data	• Identifying the Most Productive Struggle
• *Focus on Positive School and Staff Culture*	• Staff Attendance and Retention	
• *School Culture: Focus on Social Emotional Learning to Support Student Behavior*	• School Culture: Focus on Social Emotional Learning to Support Student Behavior	• Social Emotional Learning to Support Student Behavior • Focus on Positive School and Staff Culture

Student Performance Priorities

Student Performance Priority Summary

In the 2024 CMAS School Performance Framework, there was an overall decline in academic growth by 27.1% compared to the 2023 SPF. The Median Growth Percentile in ELA dropped by one percentile from 45% in 2023 to 44% from 2024. The Median Growth Percentile in Math had a much larger decline from 50% in 2023 down to 33% in 2024.

Student Performance Priority: Academic Achievement in ELA and Math

Student Performance Priority Category

Other 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 All Grades Served

What is the current performance of this Student Performance Priority?

60% of K-5 students were at high rates of improvement according to the End of Year Math Istation ISIP assessment.

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

80% or higher of K-5 students will be at high rates of improvement according to the End of Year Istation Math ISIP assessment.

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

70% or higher of K-5 students will be at high rates of improvement according to the End of Year Math Istation ISIP assessment.

Interim Measure and Target?	Measurement Dates
60% of K-5 students will be at high rates of improvement according to the Middle of the Year ISIP assessment.	12 / 06 / 2024

What is the current performance of this Student Performance Priority?

ELA Acheivement CMAS Mean Scale Score was 726.6

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

ELA Achievement CMAS Mean Scale Score will be at least 739.5

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

ELA Achievement CMAS Mean Scale Score will be at least 734.5

Interim Measure and Target?	Measurement Dates
Increase students on grade level and above on monthly ISIP assessments.	05 / 05 / 2025

What is the current performance of this Student Performance Priority?

Math Acheivement CMAS Mean Scale Score was 719.6

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

Math Achievement CMAS Mean Scale Score increase to 734.3

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

Math Achievement CMAS Mean Scale Score increase to 727.1.3

Interim Measure and Target?	Measurement Dates
Increase students on grade level and above on monthly ISIP assessments.	05 / 05 / 2025

What is the current performance of this Student Performance Priority?

46% of students in Grades 3-5 have a Significant Reading Deficiency.

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

There will be a 20% of students in Grades 3-5 will have a SRD.

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

There will be a 15% reduction of students in Grades 3-5 will have a SRD.

Interim Measure and Target?	**Measurement Dates**
Decrease in the number of students in Grades 3-5 who have a SRD by EOY 2025.	05 / 05 / 2025

Student Performance Priority: Focus on Positive School and Staff Culture

Student Performance Priority Category

School/District Culture

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)

What is the current performance of this Student Performance Priority?

50% of instructional staff in K-5 from the 2023-2024 SY did not return for the 2024-2025 SY.

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

70% of staff members will commit their intent to return to for the following School Year during their Mid Year Review.

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

More than 75% of staff members will commit their intent to return to the 2025-2026 SY during their Mid Year Review.

Interim Measure and Target?	**Measurement Dates**
Staff Surveys and Feedback, including the TLCC Survey	05 / 03 / 2025

Student Performance Priority: School Culture: Focus on Social Emotional Learning to Support Student Behavior

Student Performance Priority Category

Student Behavior

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

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

All Student Population

All Grades Served

What is the current performance of this Student Performance Priority?

Per Tableau data, physical aggression/fighting was the highest problem behavior followed by defiance/disrespect. The location where these instances occurred most often were in classrooms.

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

Less than 5% of students need additional support with behavior each month.

Interim Measure and Target?

Measurement Dates

There will be fewer than 40 send outs for student support by the end of the First Semester.

12 / 20 / 2024

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

There will be fewer than 20 send outs for student support each month.

Root Cause Analysis

Academic Achievement in ELA and Math

Internalizing Student Data

Provide a short description of this Root Cause

Lack of using data to inform instruction has hindered high student achievement in Math and ELA assessments. This indicates that instructional practices are not being informed by student data and instruction is not rigorous enough to close achievement gaps. Teachers need support with internalizing their data and identifying gaps in student work.

Root Cause Category

Instruction

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

Low evidence of rigor during classroom walkthroughs indicated that teachers were unable to identify or adjust their lessons to address productive struggle independently.

Focus on Positive School and Staff Culture

Staff Attendance and Retention

Provide a short description of this Root Cause

50% of instructional staff in K-5 from the 2023-2024 SY did not return for the 2024-2025 SY due to lack of capacity to provide differentiated instruction, support dyrsegluated studenta and engage with students rigorous instruction. There was also a higher number of teacher absences in Grades 3-5.

Root Cause Category

Infrastructure (data, systems, identification)

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

Feedback on the 2024 TLCC survey indicated only 69% of staff were satisfied with their job during the 2023-2024 SY. Vertical alignment PLCs were held more often compared to whole staff PLCs in the 2023-2024 SY; per staff feedback they would like to see an increase in more whole staff collaboration opportunities.

🗘 School Culture: Focus on Social Emotional Learning to Support Student Behavior

🌼 School Culture: Focus on Social Emotional Learning to Support Student Behavior

Provide a short description of this Root Cause

There was a large of number of students who were being sent out of Tier I instruction for social emotional support, which also hindered the administration team's ability to uphold their schedules.

Root Cause Category

Social-Emotional/Trauma-Informed

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

Per Tableau data, physical aggression/fighting was the highest problem behavior followed by defiance/disrespect. The location where these instances occurred most often were in classrooms. Per TLCC Survey, 23% of staff do not feel like students have the behavioral support they need to focus on learning.

Major Improvement Strategies

🗂 Identifying the Most Productive Struggle

Major Improvement Strategy Category

Data-Informed Instruction

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

Teachers will internalize their data to make instructional decisions based on the area of most productive struggle is identified in student work. Academic monitoring laps will be named on daily lesson plans and reteaches will occur on a consistent basis during Math and ELA Tier 1 instruction aligned to grade level standards.

What Root Causes does this Major Improvement Strategy address?

- Internalizing Student Data

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

Teachers will gather information to track student progess on their Monitoring Matrices, exit tickets, and small group ELA projection data sheets.

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

Title I

Social Emotional Learning to Support Student Behavior

Major Improvement Strategy Category

Social Emotional Learning Supports

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

Every student will have a positive relationship with an adult in the building and they will be equipped with language to express their emotions. Students will utilize self-selected coping mechanisms to help them self-regulate their emotions with minimal disruption to their Tier I instruction.

What Root Causes does this Major Improvement Strategy address?

- School Culture: Focus on Social Emotional Learning to Support Student Behavior

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

The School Leadership team will see a decrease in the number of students who were being sent out of Tier I instruction for behavior support. There will also be a decrease in the number of office discipline referrals documented in Tableau.

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

Title I;Other

Focus on Positive School and Staff Culture

Major Improvement Strategy Category

School or District Climate and Culture

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

There will be minimal staff turnover for the 2025-2026 SY and feedback from staff will indicate they are supported and a part of a positive work environment.

What Root Causes does this Major Improvement Strategy address?

- School Culture: Focus on Social Emotional Learning to Support Student Behavior

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

Feedback on the 2024 TLCC survey indicated only 69% of staff were satisfied with their job during the 2023-2024 SY and 50% of that instructional staff in K-5 did not return for the 2024-2025 SY.

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
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, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	✔ 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