

## Executive Summary

### School Information

<b>School Name</b>	<b>Grades Served</b>	<b>Phone</b>
Pueblo Academy of Arts		7195497430
<b>District Name</b>	<b>Principal</b>	<b>Website</b>
Pueblo City 60	ALBERT FARIAS	

### Description

Pueblo Academy of Arts is a middle school of choice that works to integrate academic rigor with the creativity and beauty of the arts, providing a premier school of excellence. Since its inception, Pueblo Academy of Arts (PAA) has demonstrated unstable academic performance, as measured by the School Performance Framework (SPF). PAA has continued to experience major staff changes with classroom teachers and building administration. Additionally, this year PAA has worked towards the integration of another middle school which was closed at the end of the 2023-24 school year due to aging facilities. This significantly increased our enrollment for the 2024-25 school year.

### Relationship of UIP Elements



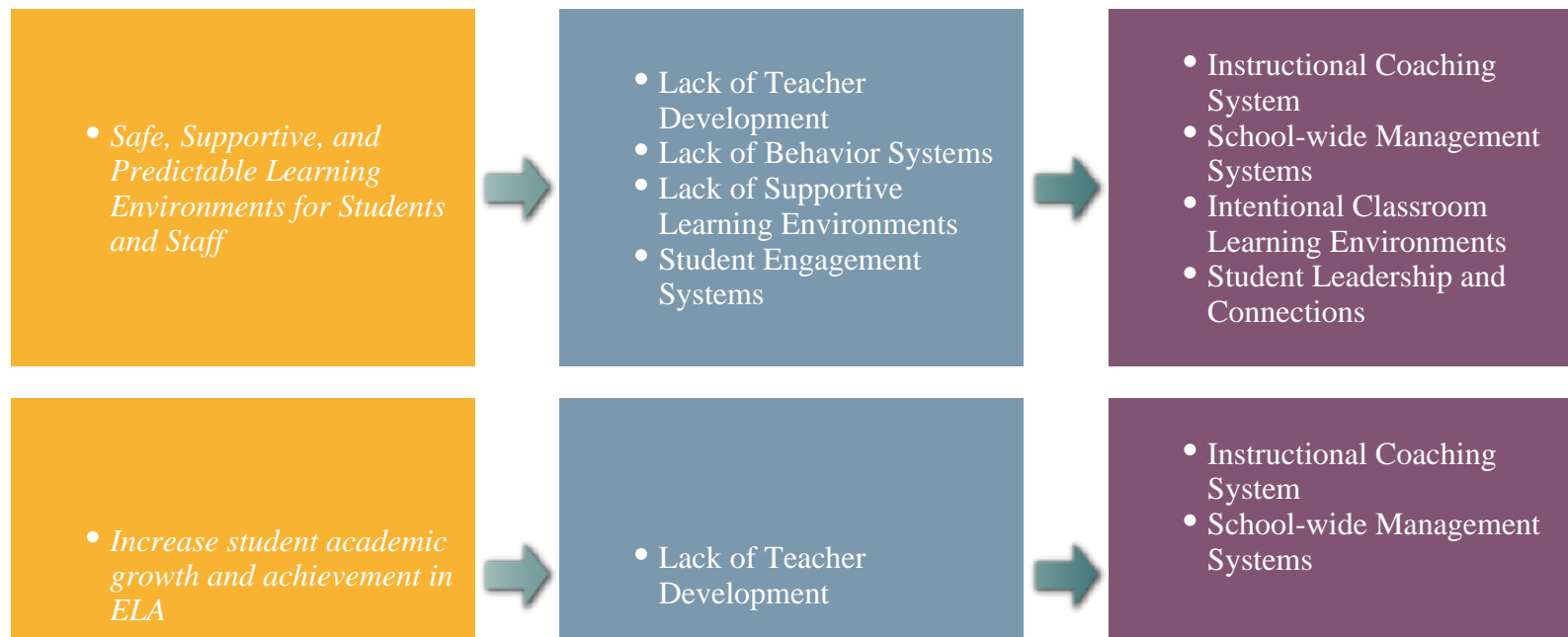
#### Student Performance Priorities

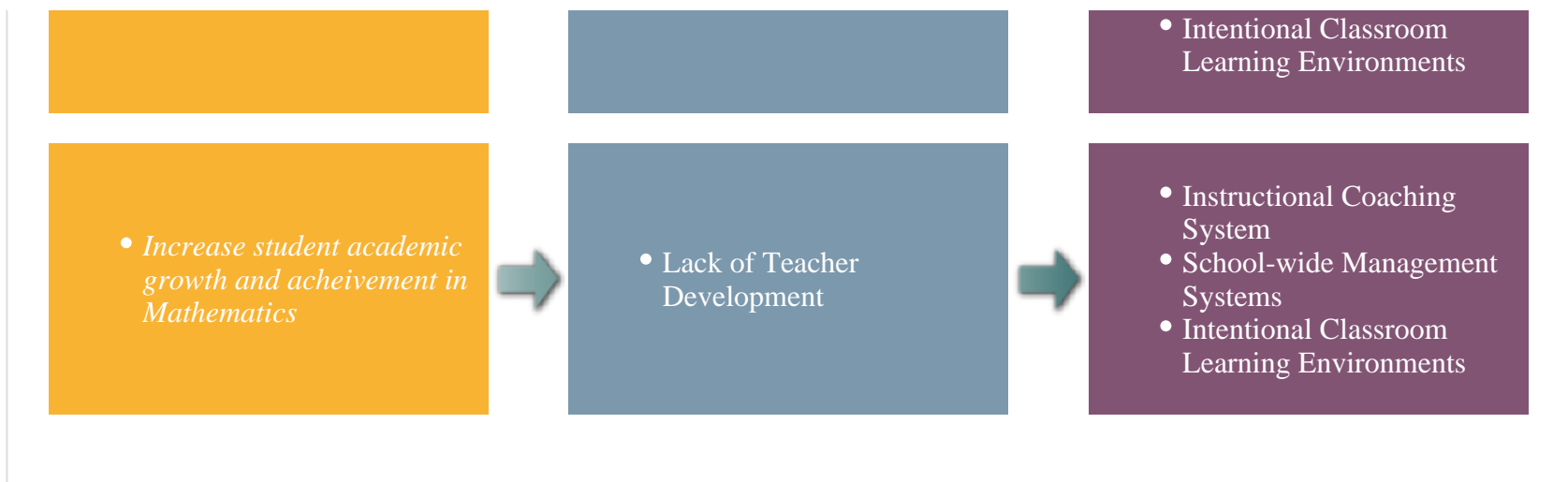


#### Root Cause



#### Major Improvement Strategies





## Student Performance Priorities

### Student Performance Priority Summary

The selection of the Student Performance Priorities above is directly tied to the overall school performance framework (SPF) index rating of Priority Improvement as it relates to student academic achievement and growth in both ELA and Math for all student disaggregated groups. We believe that focusing on student growth is the first place we can significantly impact the overall rating of the school's SPF. Our students enter the school behind in academic achievement. By pursuing strong teaching practices and student learning strategies, student growth from their entry point will help to close the achievement gap and better prepare them for success.

In addition, school culture plays a role in the school's overall performance. Students and staff can focus and maximize learning when they feel safe, supported, and connected within a robust social-emotional ecosystem. Continued feedback from students and staff indicates a need to continue developing schoolwide systems that are predictable and lead to a positive school environment where learning and kindness are pervasive.

### Student Performance Priority: Safe, Supportive, and Predictable Learning Environments for Students and Staff

#### 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)**

6 7 8

**What is the current performance of this Student Performance Priority?**

Chronic Student Absenteeism Rate (57%)

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

Reduce the chronic student absenteeism rate by 25% as measure

**Interim Measure and Target?**

**Measurement Dates**

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

Reduce the chronic student absenteeism rate by 15% as measured by Tableau

Weekly attendance monitoring

03 / 31 / 2025

**What is the current performance of this Student Performance Priority?**

Staff Attendance Data - Absent Days (698)

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

Decrease the number of absent days for staff by 20%

**Interim Measure and Target?**

**Measurement Dates**

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

Decrease the number of absent days for staff by 10%

Weekly staff attendance monitoring

03 / 31 / 2025

**What is the current performance of this Student Performance Priority?**

Office Referrals (811) for 2024-25

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

Decrease office referrals by 15%

**Interim Measure and Target?**

**Measurement Dates**

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

Decrease office referrals by 10%

Weekly office referral monitoring

03 / 31 / 2025

**What is the current performance of this Student Performance Priority?**

Out of School Suspension Data (264)

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

Decrease out of school suspensions by 10% (227)

**Interim Measure and Target?**

**Measurement Dates**

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

Decrease out of school suspensions by 10% (238)

Weekly monitoring of Out of School Suspensions

03 / 31 / 2025

**Student Performance Priority: Increase student academic growth and achievement in ELA**

**Student Performance Priority Category**

English/Language Arts growth

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

All Student Population

**What is the current performance of this Student Performance Priority?**

CMAS ELA median growth percentile (MGP) for all students was 44

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

6 7 8

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

Increase CMAS ELA median growth percentile (MGP) for all students to 55

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

Increase CMAS ELA median growth percentile (MGP) for all students to 50

**Interim Measure and Target?**

**Measurement Dates**

At least 50% of students will meet projected growth target in Language Arts/Reading as measured by NWEA from Fall 2024 to Winter 2025

12 / 31 / 2024

At least 50% of students will meet projected growth target in Language Arts/Reading as measured by NWEA from Winter 2025 to Spring 2025

05 / 29 / 2025

**Student Performance Priority: Increase student academic growth and achievement in Mathematics**

**Student Performance Priority Category**

Math growth

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

All Student Population

**What is the current performance of this Student Performance Priority?**

CMAS Math median growth percentile (MGP) for all students was 35

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

6 7 8

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

Increase CMAS Math median growth percentile (MGP) for all students to 55

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

Increase CMAS Math median growth percentile (MGP) for

**Interim Measure and Target?**

**Measurement Dates**

At least 50% of students will meet projected growth target in Math as measured by NWEA from Fall 2024 to Winter 2025

12 / 31 / 2024

At least 50% of students will meet projected growth target

05 / 29 / 2025

## Root Cause Analysis



### Safe, Supportive, and Predictable Learning Environments for Students and Staff



#### Lack of Teacher Development

##### Provide a short description of this Root Cause

Teacher development, or professional development, plays a crucial role in enhancing student learning outcomes. It equips educators with the knowledge, skills, and tools necessary to create effective and engaging learning environments.

##### Root Cause Category

Teacher Development

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

Lack of Teacher Development to: Plan effectively for engaging lessons that align with the rigor of the grade-level standard. Implement the process for lesson internalization. Use engaging strategies to teach lessons aligned to grade-level standards. Ensure accountability with frequent observation and feedback opportunities aligned with professional development training.



#### Lack of Behavior Systems

##### Provide a short description of this Root Cause

Behavior management systems are specifically designed to address and improve student behavior within a school environment. These systems often integrate with schoolwide management systems (SMS) to provide a comprehensive solution for managing student behavior, attendance, and academic performance.

##### Root Cause Category

Behavior Systems

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

Lack of an explicit school-wide behavior management system understood by all staff and students. Lack of a specific and coordinated building-wide plan to address chronic absenteeism, including intervention, messaging, and follow-up. Lack of consistency in the implementation of schoolwide systems by all staff.



#### Lack of Supportive Learning Environments

##### Provide a short description of this Root Cause

Students must be consistently provided with instructionally-rich, supportive, and welcoming learning environments. Effective routines, procedures, and systems are present in only some classrooms.

##### Root Cause Category

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

An intentional classroom learning environment is more than just a physical space; it's a carefully designed setting that fosters critical thinking, collaboration, and a love for learning. By considering various factors, educators can create environments that are not only conducive to academic success but also promote personal and social growth.



**Student Engagement Systems**

**Provide a short description of this Root Cause**

Student leadership and strong connections within a school setting are essential for creating a positive and supportive learning environment. These elements contribute to increased student engagement, academic achievement, and overall well-being.

**Root Cause Category**

Student engagement systems

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

Not all students feel connected, safe, and supported at school. Students need to be empowered to make positive changes in their school. Student ideas are not incorporated into the design, planning, and implementation of strategies to increase school culture of high expectations.



**Increase student academic growth and achievement in ELA**



**Lack of Teacher Development**

**Provide a short description of this Root Cause**

Teacher development, or professional development, plays a crucial role in enhancing student learning outcomes. It equips educators with the knowledge, skills, and tools necessary to create effective and engaging learning environments.

**Root Cause Category**

Teacher Development

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

Lack of Teacher Development to: Plan effectively for engaging lessons that align with the rigor of the grade-level standard. Implement the process for lesson internalization. Use engaging strategies to teach lessons aligned to grade-level standards. Ensure accountability with frequent observation and feedback opportunities aligned with professional development training.



**Increase student academic growth and achievement in Mathematics**



**Lack of Teacher Development**

**Provide a short description of this Root Cause**

Teacher development, or professional development, plays a crucial role in enhancing student learning outcomes. It equips educators with the knowledge, skills, and tools necessary to create effective and engaging learning environments.

### Root Cause Category

Teacher Development

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

Lack of Teacher Development to: Plan effectively for engaging lessons that align with the rigor of the grade-level standard. Implement the process for lesson internalization. Use engaging strategies to teach lessons aligned to grade-level standards. Ensure accountability with frequent observation and feedback opportunities aligned with professional development training.

## Major Improvement Strategies



### Instructional Coaching System

#### Major Improvement Strategy Category

Targeted Talent Development

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

School leaders and coaches spend time: Monitoring teacher mindsets to support when challenges arise: -Plan and internalize curriculum and lessons with teachers. New teachers have a clear structure for internalizing and planning their lessons while veteran teachers spend time deeply internalizing curriculum and assessment. -Supporting teacher actions both in lesson facilitation and in relationship building and creating the systems and structures that set a foundation for learning. This happens through ongoing coaching and feedback cycles. -Monitoring student experiences through observation, individual conversations with students, and gathering student feedback as needed and appropriate.

#### What Root Causes does this Major Improvement Strategy address?

- Lack of Teacher Development
- Lack of Behavior Systems
- Lack of Supportive Learning Environments
- Student Engagement Systems

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

Classroom walkthroughs show evidence of teachers using district curriculum on a consistent basis, however, the material being taught is not consistently rigorous and/or engaging. Many students are not performing at grade level, therefore, many teachers modify assignments in a manner that does not require students to meet the level of current grade-level standards. Risley has a significant number of teachers who are brand new and learning how to teach for the first time, causing a large focus to be on compliance with student behaviors and following lessons.

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

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



## School-wide Management Systems

### Major Improvement Strategy Category

School or District Climate and Culture

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

Behavior management systems are specifically designed to address and improve student behavior within a school environment. These systems often integrate with schoolwide management systems (SMS) to provide a comprehensive solution for managing student behavior, attendance, and academic performance.

### What Root Causes does this Major Improvement Strategy address?

- Lack of Teacher Development
- Lack of Behavior Systems
- Lack of Supportive Learning Environments
- Student Engagement Systems

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

Behavior management systems in schools have been shown to positively impact student outcomes, school climate, and teacher satisfaction. The following evidence supports their implementation:

**Improved Student Outcomes** Increased academic achievement: Studies have demonstrated that students in schools with effective behavior management systems tend to have higher academic performance.

**Reduced disciplinary incidents:** These systems often lead to a decrease in disruptive behaviors, suspensions, and expulsions, creating a safer and more conducive learning environment.

**Enhanced social-emotional skills:** Behavior management programs can help students develop important social-emotional skills such as self-control, problem-solving, and empathy.

**Positive School Climate** Improved teacher satisfaction: Effective behavior management systems can reduce teacher stress and burnout, leading to increased job satisfaction and retention.

**Enhanced school culture:** A positive school culture can be fostered through consistent expectations, clear communication, and positive reinforcement.

**Increased parental involvement:** Behavior management systems can strengthen partnerships between schools and families, leading to increased parental involvement and support.

**Evidence-Based Practices** Positive Behavioral Interventions and Supports (PBIS): PBIS is a framework that has been extensively researched and shown to be effective in improving student behavior and academic outcomes.

**Tiered intervention systems:** These systems provide different levels of support to students based on their needs, ensuring that all students receive the appropriate interventions.

**Classroom management strategies:** Evidence-based classroom management strategies, such as positive reinforcement, clear expectations, and effective transitions, can significantly improve student behavior and learning.

**Key studies and research:** O'Leary, K. D., & O'Leary, S. G. (1977). Classroom management: Procedures for changing school behavior. This classic text provides a comprehensive overview of behavior management techniques and their effectiveness. Sutherland, K. S., & Wehmeyer, M. L. (2007). Positive behavioral interventions and supports (PBIS): A review of the literature. This review summarizes the research evidence supporting the implementation of PBIS. The evidence strongly supports the implementation of behavior management systems in schools. These systems can improve student outcomes, a positive school climate, and enhanced teacher satisfaction. By providing students with the necessary support and interventions, schools can create a more conducive learning environment for all.

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

Title I;Non-CDE Grant;Other





## Intentional Classroom Learning Environments

### Major Improvement Strategy Category

School or District Climate and Culture

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

An intentional classroom learning environment is more than just a physical space; it's a carefully designed setting that fosters critical thinking, collaboration, and a love for learning. By considering various factors, educators can create environments that are not only conducive to academic success but also promote personal and social growth.

#### What Root Causes does this Major Improvement Strategy address?

- Lack of Teacher Development
- Lack of Behavior Systems
- Lack of Supportive Learning Environments

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

Students must be consistently provided with instructionally-rich, supportive, and welcoming learning environments. Effective routines, procedures, and systems are present in only some classrooms. The concept of intentional classroom learning environments is grounded in extensive research and practical experience. Here's a summary of the evidence supporting this approach: Psychological and Cognitive Factors Motivation and Engagement: A well-designed classroom environment can significantly impact students' motivation and engagement. Studies have shown that when students feel comfortable, safe, and respected, they are more likely to be actively involved in their learning. Cognitive Development: Research indicates that physical environments can influence cognitive processes. For example, exposure to natural light has been linked to improved attention and concentration. Educational Outcomes Academic Achievement: Studies have consistently shown a correlation between intentional classroom design and improved academic outcomes. When students feel more comfortable and engaged, they are more likely to achieve higher grades and test scores. Social and Emotional Development: Intentional classrooms can also foster social and emotional development. By promoting collaboration, teamwork, and respect, these environments can help students develop important life skills. Research and Practical Applications Educational Research: Numerous studies have explored the impact of classroom design on student learning. Research findings consistently support the idea that intentional environments can enhance educational outcomes. Best Practices: Educators and educational researchers have developed a set of best practices for creating intentional classrooms. These practices include factors such as flexible seating arrangements, natural light, and the use of technology to enhance learning experiences. The evidence strongly supports the idea that intentional classroom learning environments can have a significant positive impact on student learning and development. By carefully considering factors such as physical design, psychological factors, and educational outcomes, educators can create spaces that foster critical thinking, collaboration, and a love for learning.

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

Title I;Non-CDE Grant;Other



## Student Leadership and Connections

### Major Improvement Strategy Category

Social Emotional Learning Supports

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

Student leadership and strong connections within a school setting are essential for creating a positive and supportive learning environment. These elements contribute to increased student engagement, academic achievement, and overall well-being.

**What Root Causes does this Major Improvement Strategy address?**

- Lack of Supportive Learning Environments
- Student Engagement Systems

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

Student leadership and connectedness are two key factors that have been shown to significantly impact student outcomes, particularly in terms of academic achievement, social-emotional well-being, and overall school climate. A substantial body of research supports the selection of these elements as critical components of effective educational environments. **Student Leadership Enhanced Academic Performance:** Studies have consistently demonstrated a positive correlation between student leadership and academic achievement. Students who participate in leadership roles often exhibit higher grades, improved test scores, and increased motivation to learn. **Skill Development:** Leadership experiences provide students with opportunities to develop essential skills such as communication, problem-solving, critical thinking, and teamwork. These skills are invaluable for both academic and personal success. **Increased Engagement:** Students who feel empowered and involved in their school community are more likely to be engaged in their learning. Leadership roles can foster a sense of ownership and responsibility, leading to increased participation and motivation. **Positive School Climate:** Student leadership can contribute to a positive school climate by promoting a sense of belonging, inclusivity, and respect. When students feel valued and empowered, they are more likely to exhibit positive behaviors and contribute to a supportive learning environment. **Connectedness Improved Academic Outcomes:** Students who feel connected to their school community are more likely to experience higher academic achievement, including improved grades and attendance rates. A sense of belonging and support can foster a positive learning environment and increase students' motivation to succeed. **Enhanced Social-Emotional Well-being:** Connectedness is closely linked to positive mental health outcomes. Students who feel supported and valued by their peers and teachers are less likely to experience depression, anxiety, and other mental health issues. **Reduced Risk Behaviors:** Research has shown that students who feel connected to their school are less likely to engage in risky behaviors such as substance abuse, violence, and bullying. A sense of belonging and support can help to protect students from negative influences. **Increased School Engagement:** Connectedness is a key factor in promoting student engagement. When students feel valued and supported, they are more likely to be actively involved in their learning and participate in school activities. In conclusion, the evidence strongly supports the selection of student leadership and connectedness as essential components of effective educational environments. By fostering these elements, schools can create positive learning cultures that promote student success, well-being, and engagement.

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

Title I;Other CDE Grant;Non-CDE Grant;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 a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	<input checked="" type="checkbox"/> I agree
Theschool will involve stakeholders -- at a minimum theSAC -- 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.

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 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).

State Identification  I agree

Math Acceleration  I agree

Improvement, Priority Improvement and Turnaround Plans  I agree

Assurances Explanation if not selected (Optional)

**T**