

## Executive Summary

### School Information

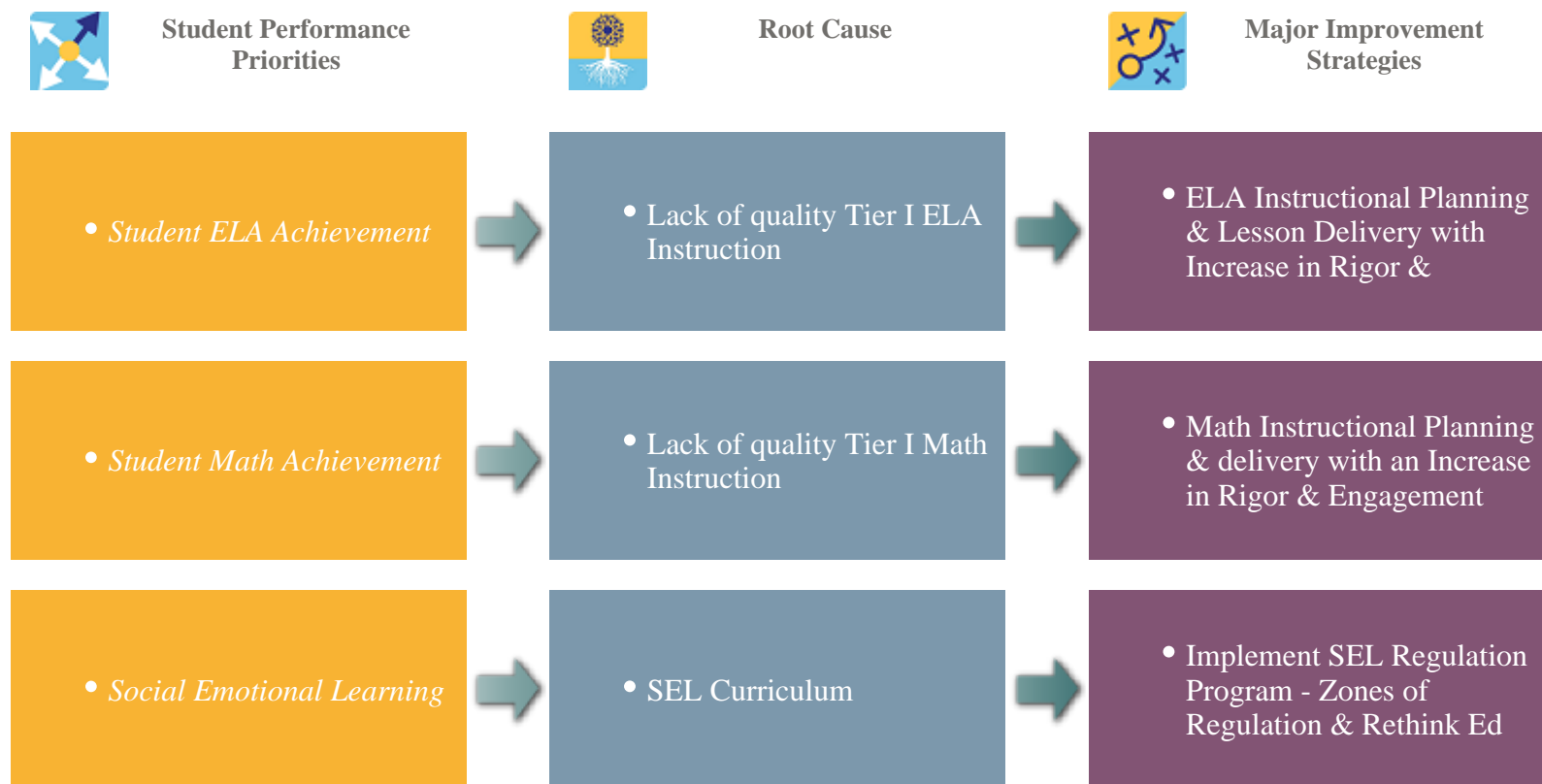
School Name	Grades Served	Phone
District Name	Principal	Website
Bessemer Elementary School		7195497505
Pueblo City 60	ANGELA GARCIA	

### Description

Bessemer Academy is a Preschool through fifth grade elementary school located in the south quadrant of Pueblo, Colorado, and is a feeder school to Central High School. Our geographical boundaries include single family and multi-family households; as well as commercial properties. We are located in the heart of a subdivision known as Bessemer, which is a low socioeconomic area. Currently, there are 210 Kindergarten-5th grade students. We also have 44 preschool students within 3 preschool classrooms. The preschool classes consist of 2 full day programs that service 3-4 year old students and one half day program, both morning and afternoon, that services 3 year old students. Included in our K-5 enrollment are 11 students with Significant Support Needs (SSN) that include students that are integrated into the General Education classrooms, with some also being serviced in the center based program only. The SSN program is staffed with 1 full time teacher and 4 paraprofessionals. Also included are 17 students with Mild to Moderate Needs (MMN) that are fully integrated into the General Education classrooms. The MMN program is staffed with 1 full time teacher and 1 paraprofessional. The Bessemer has a free and reduced lunch percentage of 94%. Minority students comprise approximately 77% of our enrollment. We have an average daily attendance rate of 88%. In addition to special education programs for Speech/Language therapy and Specific Learning Disabilities, Bessemer Academy also has a center-based program for the Deaf and Hard of Hearing (DHH) identified students in preschool through fifth grade. In total, 21% of our students have Individual Education Plans and 36% of our 1-3 students are on a Read Plan. Gifted and Talented students on Advanced Learning Plans comprise .5%, and CLDE are 6% of our enrollment. Students of all disaggregated groups take courses of similar challenge throughout the school and there are no discrepancies of note that require further action. Bessemer Academy is in its seventh year of membership with our District's Innovation Zone. Our Innovation strategies will focus on consistent, systemic Tier 1 instructional practices and lesson planning; increasing teacher understandings of instructional strategies that will both engage student learners, as well as meet their differentiated academic and social-emotional needs. We will also provide incremental, prioritized and targeted professional development related to student needs, teacher competencies and job-embedded classroom feedback. Coaching and professional development will continue to be provided to strengthen Tier I instruction in both ELA, math and writing. Identification and familiarization with standards and developing daily lessons aligned to the standards, along with analyzing daily data to drive instruction have been implemented. The goals for this year include increasing student academic achievement and growth in ELA and math. There are three areas of focus. First, teachers will practice delivering effective first time instructional strategies based on feedback from coaches, consultants and leadership. Math instruction will be supported by 2 Partner math consultants and the District 60 Math Specialist. Reading instruction will be supported by the ELA Instructional Coach. Second, through professional development and team planning, teachers and leadership team (administration, classroom teachers) will help plan high quality lessons that are aligned to standards, assessments, and core curriculum (EngageNY for math and Wonders 2020 for ELA). The lessons will be developed with a high level of rigor that aligns to grade level standards. Third, use and analyze data from Istation, ISIP, universal screeners and core programs to determine small groups for both reading and math. During PLC Data meetings, classroom teachers and specialists will identify and modify instructional strategies to address root causes in student understanding. Diagnostic and progress monitoring data will be utilized to determine instruction and small group implementation, providing an opportunity for movement based on individual student progress. Bessemer Academy has a full-time teaching staff of 23 certified staff, of which 45% hold a probationary status. Bessemer has a Principal, a Dean of Students and a full time counselor. We are in our 12th year of being a Science, Technology, Engineering, and Mathematics magnet school. Bessemer Academy shares one S.T.E.M. Teacher on Special

Assignment (TOSA) with Highland Park Elementary. This teacher helps to coach and implement the STEM curriculum, Project Lead the Way (PLTW). We also share two speech/language pathologists, a school psychologist, a school social worker and a CLDE teacher. ELA Coaching is supported by one ELA Instructional Coach. Math Coaching is supported by one math consultant and a the District math specialist. Our school is also supported by 1 Math Tutor, 1 Reading Interventionists, 1 ELA tutor, a .25 School Social Worker and a .5 Community Advocate. Bessemer Academy began the year by analyzing trends using 2025 CMAS and Istation data from the 2023-2024 school year. We began by meeting as a school administrative team. Collaboration on our 90 Day Plan began in June of 2024, which resulted in the creation of a purpose statement and three big rocks of focus. Two of our big rocks are aligned to the District initiative of increasing rigor in everyday classroom instruction to increase achievement. Root causes were identified and utilized to create our big rocks and action steps.

### Relationship of UIP Elements



## Student Performance Priorities

### Student Performance Priority Summary

Lack of student achievement and growth in ELA and Math Assessments indicates a pervasive school wide gap in providing rigorous academic tasks where students are actively engaged in the learning. Teachers have not had consistent support in instructional processes and planning including opportunities to practice aspects of their lesson during PLC's. This includes UBD planning, practice, implementation with feedback, and reflection and analysis of instruction that address differentiation and a shift in the cognitive lift. Expectations for student engagement aren't sufficiently high. Opportunities for student to student engagement via a Turn & Talk, etc. are frequently missed leading to lower engagement.

Students inability to regulate their emotions often results in undesirable behaviors such as negative emotional outbursts that impact student learning. Providing students with the support and tools needed to recognize/identify their feelings and the strategies, vocabulary and tools needed to regulate their emotions will reduce these outbursts and provide students with lifelong skills for success.

## Student Performance Priority: Student ELA Achievement

### Student Performance Priority Category

English/Language Arts achievement

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

Free/Reduced Lunch 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)**

All Grades Served

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

ELA CMAS Mean Scale Score was 705.6

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

725

**Interim Measure and Target?**

**Measurement Dates**

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

722.3

ISIP Monthly monitoring

05 / 08 / 2025

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

Reduce the percentage of students on Read Plans

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

10% of students on Read Plan

**Interim Measure and Target?**

**Measurement Dates**

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

20% of students on Read Plan

ISIP Monthly monitoring

05 / 08 / 2025

## Student Performance Priority: Student Math Achievement

**Student Performance Priority Category**

Math

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

Free/Reduced Lunch 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)**

All Grades Served

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

Math CMAS Mean Scale Score was 713.

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

725

**Interim Measure and Target?**

**Measurement Dates**

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

719.1

ISIP Monthly monitoring

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)**

Free/Reduced Lunch 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)**

All Grades Served

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

School Culture

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

Develop student regulation strategies that result in the student's ability to positively regulate their emotions in all situations.

**Interim Measure and Target?**

**Measurement Dates**

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

Fully implement the Zones of Regulation Program which will result in students being able to identify their emotions and utilize strategies that will help them to positively regulate and discuss their feelings.

Student Referrals

05 / 08 / 2025

## Root Cause Analysis



### Student ELA Achievement



#### Lack of quality Tier I ELA Instruction

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

Lack of thorough understanding of the ELA curriculum and the most effective instructional strategies that require student engagement and lack of a common understanding of what rigorous instruction is and what it looks like have resulted in low student achievement and growth.

##### Root Cause Category

Instruction

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

ELA CMAS scores have declined in both achievement and growth. A lack of understanding of grade level standards and the curriculum impacts the delivery of targeted and specific instruction. Overall ELA Academic Achievement was 708.8 in 2022-2023 and 705.6 in 2023-2024. All 3 grade level scores 3rd (707), 4th (694) & 5th (717) were below the state.



### Student Math Achievement



#### Lack of quality Tier I Math Instruction

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

Lack of thorough understanding of the math curriculum and the most effective instructional strategies that require student engagement and lack of a common understanding of what rigorous instruction is and what it looks like have resulted in low student achievement and growth.

##### Root Cause Category

Instruction

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

ELA Math scores have declined in both achievement and growth. A lack of understanding of grade level standards and the curriculum impacts the delivery of targeted and specific instruction. Overall Math Academic Achievement was 711 in 2022-2023 and 713 in 2023-2024. All 3 grade level scores 3rd (723), 4th (703) & 5th (716) were below the state.



### Social Emotional Learning



## SEL Curriculum

### Provide a short description of this Root Cause

Due to the students lack of ability to identify and regulate their emotions, a lack of a systematic and explicit SEL program and lack of professional development for staff to recognize and effectively address student SEL needs, student outbursts have increased.

### Root Cause Category

Social-Emotional/Trauma-Informed

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

Student outbursts, including the intensity of the outbursts have increased. These outbursts have negatively impacted student learning.

## Major Improvement Strategies



### ELA Guided Instructional Planning & Lesson Delivery with an Increase in Rigor &

#### Major Improvement Strategy Category

Curriculum and Content

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

ELA lessons will be thoroughly planned, practiced, modeled and executed as witnessed through PLC meetings, planning meetings, data evaluation and witnessed during weekly observations. Teachers engage in collaborative grade level planning (both weekly and unit planning), with support from the Principal and Dean. This will consist of UBD planning and data analysis. This will be witnessed through weekly PLC meetings, planning meetings, data evaluation meetings and weekly observations with feedback. Classroom instruction is based on intentional planning and utilizes strategies that support strong engagement for students (e.g.- turn and talks, higher level questions, etc)

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

- Lack of quality Tier I ELA Instruction

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

Past lesson planning and delivery have resulted in low grade level achievement in ELA. Tier I instruction lacks rigor and targeted support.

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

Title I



### ELA Instructional Planning & Lesson Delivery with Increase in Rigor &

## Major Improvement Strategy Category

Curriculum and Content

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

ELA lessons will be thoroughly planned, practiced, modeled and executed as witnessed through PLC meetings, planning meetings, data evaluation and witnessed during weekly observations. Teachers engage in collaborative grade level planning (both weekly and unit planning), with support from the Principal and Dean. This will consist of UBD planning and data analysis. This will be witnessed through weekly PLC meetings, planning meetings, data evaluation meetings and weekly observations with feedback. Classroom instruction is based on intentional planning and utilizes strategies that support strong engagement for students (e.g.- turn and talks, higher level questions, etc)

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

- Lack of quality Tier I ELA Instruction

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

Past lesson planning and delivery have resulted in low grade level achievement in ELA. Tier I instruction lacks rigor and targeted support.

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

Title I



## Implementation



### Implementation 1

What improvement do you expect to see?

a0SPU0000031DuY

Implementation Milestones

Date

Implementation Milestone

Who will monitor this strategy?



## Math Instructional Planning & delivery with an Increase in Rigor & Engagement

## Major Improvement Strategy Category

Curriculum and Content

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

Math lessons will be thoroughly planned, practiced, modeled and executed as witnessed through PLC meetings, planning meetings, data evaluation and witnessed during weekly observations. Teachers engage in collaborative grade level planning (both weekly and unit

planning), with support from the Principal, Dean and Math Consultant. This will consist of UBD planning and data analysis. This will be witnessed through weekly PLC meetings, planning meetings, data evaluation meetings and weekly observations with feedback. Classroom instruction is based on intentional planning and utilizes strategies that support strong engagement for students (e.g.- turn and talks, higher level questions, etc)

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

- Lack of quality Tier I Math Instruction

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

Past lesson planning and delivery have resulted in low grade level achievement in ELA. Tier I instruction lacks rigor and targeted support

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

Title I



**Math Instructional Planning & delivery with an Increase in Rigor & Engagement**

**Major Improvement Strategy Category**

Curriculum and Content

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

Math lessons will be thoroughly planned, practiced, modeled and executed as witnessed through PLC meetings, planning meetings, data evaluation and witnessed during weekly observations. Teachers engage in collaborative grade level planning (both weekly and unit planning), with support from the Principal, Dean and Math Consultant. This will consist of UBD planning and data analysis. This will be witnessed through weekly PLC meetings, planning meetings, data evaluation meetings and weekly observations with feedback. Classroom instruction is based on intentional planning and utilizes strategies that support strong engagement for students (e.g.- turn and talks, higher level questions, etc)

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

- Lack of quality Tier I Math Instruction

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

Past lesson planning and delivery have resulted in low grade level achievement in ELA. Tier I instruction lacks rigor and targeted support

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

Title I



**Implement SEL Regulation Program - Zones of Regulation & Rethink Ed**



## Major Improvement Strategy Category

Social Emotional Learning Supports

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

Through intentional and targeted professional development, implementation with fidelity of each program and specific resources, teachers will be able to support and teach students to identify and regulate their emotions with minimal intervention. Students will identify their feelings and self-advocate to utilize the "Regulation Station" to regulate their emotions.

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

- SEL Curriculum

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

Student's inability to identify and regulate their emotions have resulted in an increase of student outbursts that impact the learning environment.

### 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	<input checked="" type="checkbox"/> 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	<input 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 type="checkbox"/> I agree
This 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 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).

Math Acceleration

I agree

Improvement, Priority  
Improvement and  
Turnaround Plans

I agree