

## Executive Summary

### School Information

**School Name**

Pueblo Charter School for the Arts & Sciences

**Grades Served**

**Phone**

7195492737

**District Name**

Pueblo City 60

**Principal**

ANGELINA DURAN

**Website**

**Description**

Pueblo School for Arts and Sciences is dedicated to providing an integrated K-8 curriculum based on the Paideia Principles and anchored in the Arts and Sciences for the success of all students. PSAS is the third oldest charter school in Colorado and serves 454 students. This year, the percentage of students with Free and Reduced Lunch is 76.5 in 6-8 and 83.27% in grades K-5. PSAS students reside throughout Pueblo City and County, covering over eight zip codes. PSAS provides services for 8 ELL and 45 ESS students. PSAS is a model school for Paideia associated with the University of North Carolina. The PSAS UIP team is composed of grade-level teachers from each team and two administrators. This team meets several times throughout the fall to write the UIP with a focus on disaggregating the previous year's data, determining if the school met last year's goals, and setting goals for the school year contained within the UIP.

### Relationship of UIP Elements



**Student Performance Priorities**

- *Elementary: ELA*



**Root Cause**

- ELA: Elementary: Lack of fidelity to Tier I instruction
- ELA: Elementary Reading Intervention and small-group instruction



**Major Improvement Strategies**

- Curriculum and Interventions



- Math: Middle School: Standards Practice and Mastery
- Math: Middle School: Direct Instruction Rigor



• *Middle School: Math*

- Math: Middle School: Lack of fidelity to Tier I instruction
- Math: Middle School Intervention

• Middle School Math Instruction and Rigor

• *Elementary: Math*

- Math: Elementary
- Math: Elementary: Lack of fidelity to Tier I instruction
- Math: Elementary Interventions

• Math: Elementary Tier 1 Instruction and fidelity

• *Middle School ELA*

- ELA: Middle: Staff Turnover
- ELA: Middle: Lack of fidelity to intervention

• Middle School ELA Staffing and Instruction

## Student Performance Priorities

### Student Performance Priority Summary

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ACADEMIC GROWTH			
Subject	Student Group	Count	Median Growth Percentile/Rate
CMAS - English Language Arts	All Students	83	42.0
	Free/Reduced-Price Lunch Eligible	74	47.5
	Minority Students	62	37.5
	Multilingual Learners	n < 20	-
	Students with Disabilities	n < 20	-
CMAS - Math	All Students	83	19.0
	Free/Reduced-Price Lunch Eligible	74	20.0
	Minority Students	62	20.0
	Multilingual Learners	n < 20	-
	Students with Disabilities	n < 20	-
English Language Proficiency	English Language Proficiency	n < 20	-
	On Track to EL Proficiency	n < 20	-
TOTAL		*	*

**ACADEMIC GROWTH REFLECTION:**

**ELEMENTARY ELA:**

2023-24 School Performance Frameworks Elementary ELA indicates we are at the Median Growth of 42% with a plan designation of *Approaching*

2023-24 CMAS Current reviews show that ELA subgroup of Free/Reduced scored at 47.5% (Approaching)

2023-24 CMAS Current reviews show that ELA subgroup of Minority Students scored at 37.5% (Approaching)

**ELEMENTARY Math:**

2022-23 School Performance Frameworks Elementary Math indicates we are at the Median Growth of 19% with a plan designation of Does not meet.

Subgroups of Free/Reduced and Minority students are at the median growth of 20% with a designation of does not meet.

**MIDDLE SCHOOL PERFORMANCE INDICATOR: CMAS ACADEMIC GROWTH 2023-2024**

# ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts E
CMAS - English Language Arts	All Students	158	46.0	
	Free/Reduced-Price Lunch Eligible	136	46.0	
	Minority Students	135	46.0	
	Multilingual Learners	n < 20	-	
	Students with Disabilities	22	37.5	
CMAS - Math	All Students	158	34.0	
	Free/Reduced-Price Lunch Eligible	136	36.5	
	Minority Students	135	33.0	
	Multilingual Learners	n < 20	-	
	Students with Disabilities	22	27.0	
English Language Proficiency	English Language Proficiency	n < 20	-	
	On Track to EL Proficiency	n < 20	-	
<b>TOTAL</b>		*	*	

## ACADEMIC GROWTH REFLECTION:

### MIDDLE SCHOOL ELA:

2023-24 School Performance Frameworks Middle School ELA indicates we are at the 46th Median Growth % with a plan designation of *Approaching*

2023-24 CMAS Current reviews show that ELA subgroup of Free/Reduced scored at the 46%ile *Approaching*

2023-24 CMAS Current reviews show that ELA subgroup of Minority Students scored at the 46%ile *Approaching*

### MIDDLE SCHOOL Math:

2023-24 School Performance Frameworks Middle School ELA indicates we are at the 34th Median Growth % ile with a plan designation of Does not meet

2023-24 CMAS Current reviews show that the Math subgroup of Free/Reduced scored at the 36.5%ile Does not meet.

2023-24 CMAS Current reviews show that the Math subgroup of Minority Students scored at the 33%ile Does not meet.

## 2023-2024 NWEA Reading, Math, and Science Growth

Student Growth at PSAS-Jones on the NWEA MAP assessment is measured in the % of students that met their projected growth targets and the Median Growth Percentile. We have identified a school wide goal that at least 65% of students in each grade level should meet their projected growth targets. We also have a goal that the MGP in assessed areas will be at or above the 50%ile. The following grade levels *met* the established 65% threshold:

In **Reading**, no grade levels met the established 65% growth target threshold. 2nd grade exceeded the MGP at 61%.

In **Math**, 2nd grade was nearing this goal at 63% achieving the goal and exceeded the MGP at 68%.

In **Science**, 6th grade met the established 65% growth target and exceeded the MGP at 68%. 5th grade was near the MGP goal at 48%.

The following grade levels *did not meet* the established 75% threshold:

In **Reading**, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade did not meet the established 75% growth target threshold.

In **Math**, 2nd, 5th, 6th, 7th, and 8th grade did not meet the established 75% growth target threshold.

In *Science*, 6th and 7th grade did not meet the established 75% growth target threshold.

Student Growth at PSAS-Jones on the NWEA MAP assessment is measured by the % of students meeting established growth goals and the goal of meeting or exceeding a Median Growth Percentile of 50. We will review NWEA data in the Spring of 2025 to determine growth in Reading, Math, and Science. This data will also be used as additional information in developing READ Plans.

### Current Performance

#### ELEMENTARY PERFORMANCE INDICATOR: CMAS ACADEMIC ACHIEVEMENT 2023-24

## 7209: Pueblo Charter School for the Arts & Sciences | 2690: Pueblo City 6

### ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank
CMAS - English Language Arts	All Students	128	96.3%	721.0	11th
	Previously Identified for READ Plan	42	95.6%	701.6	10th
	Free/Reduced-Price Lunch Eligible	114	96.7%	720.3	11th
	Minority Students	99	98.1%	718.0	7th
	Multilingual Learners	n < 16	-	-	-
	Students with Disabilities	n < 16	-	-	-
CMAS - Math	All Students	128	96.3%	708.5	3rd
	Free/Reduced-Price Lunch Eligible	114	96.7%	707.3	3rd
	Minority Students	99	98.1%	706.4	3rd
	Multilingual Learners	n < 16	-	-	-
	Students with Disabilities	n < 16	-	-	-
CMAS - Science	All Students	44	93.8%	717.2	14th
	Free/Reduced-Price Lunch Eligible	41	95.5%	716.6	14th
	Minority Students	34	97.2%	715.1	14th
	Multilingual Learners	n < 16	-	-	-
	Students with Disabilities	n < 16	-	-	-
<b>TOTAL</b>		*	*	*	

#### ACADEMIC ACHIEVEMENT REFLECTION:

##### ELEMENTARY ELA:

2023-2024 School Performance Frameworks Elementary ELA indicates we are at the 11th% ile Rank with performance designation of Does not meet.

2023-2024 CMAS Current reviews show that ELA subgroup of Free/Reduced scored at the 10%ile (*Does Not Meet*)

2023-2024 CMAS Current reviews show that ELA subgroup of Minority Students scored at the 7%ile (*Does Not Meet*)

##### ELEMENTARY Math:

2023-24 School Performance Frameworks Elementary Math indicates we are below the 3rd% ile Rank with performance designation of *Does Not Meet*.

2023-24 CMAS Current reviews show that Math subgroup of Free/Reduced scored at the 2%ile (*Does not Meet*)

2023-24 CMAS Current reviews show that Math subgroup of Minority Students scored at the 2%ile (*Does not Meet*)

##### ELEMENTARY Science:

2023-2024 CMAS Science- 5th grade students scored in the 14%ile with a performance designation of does not meet

2023-2024 CMAS Science-the 5th grade free/reduced students scored in the 13%ile

MIDDLE SCHOOL PERFORMANCE INDICATOR: CMAS ACADEMIC ACHIEVEMENT 2023-2024

**7209: Pueblo Charter School for the Arts & Sciences | 2690: Pueblo C**

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation	Mean Scale
			Rate	Score
CMAS - English Language Arts	All Students	163	90.2%	723.3
	Free/Reduced-Price Lunch Eligible	140	91.1%	721.8
	Minority Students	140	92.9%	722.6
	Multilingual Learners	n < 16	-	-
	Students with Disabilities	23	100.0%	697.6
CMAS - Math	All Students	163	90.2%	705.6
	Free/Reduced-Price Lunch Eligible	140	91.1%	706.2
	Minority Students	140	92.9%	704.8
	Multilingual Learners	n < 16	-	-
	Students with Disabilities	23	100.0%	694.3
CMAS - Science	All Students	57	87.9%	711.9
	Free/Reduced-Price Lunch Eligible	47	88.9%	711.3
	Minority Students	49	87.7%	709.6
	Multilingual Learners	n < 16	-	-
	Students with Disabilities	n < 16	-	-
<b>TOTAL</b>		*	*	*

**ACADEMIC GROWTH**

**ACADEMIC ACHIEVEMENT REFLECTION:**

**MIDDLE SCHOOL ELA:**

2023-24 School Performance Frameworks Middle School ELA indicates we are at the 13th% percentile Rank with performance designation of *Does not Meet*.

2023-24 CMAS show that ELA subgroup of Free/Reduced are at the 11th% percentile Rank with performance designation of *Does not Meet*.

2023-24 CMAS show that ELA subgroup of Minority Students are at the 12th%ile Rank with performance designation of *Does not Meet*.

**MIDDLE SCHOOL Math:**

2023-24 School Performance Frameworks Middle School Math indicates we are at the 1st% percentile Rank with performance designation of *Does not Meet*.

2023-24 CMAS show that Math subgroup of Free/Reduced are at the 2nd% percentile Rank with performance designation of *Does not Meet*.

2023-24 CMAS show that Math subgroup of Minority Students are at the 1st% percentile Rank with performance designation of *Does not Meet*.

**Middle School Science:**

2023-2024 CMAS Science- 8th-grade students scored in the 12th%ile with a performance designation of *does not meet*

2023-2024 CMAS Science-the 8th grade free/reduced students scored in the 11th%ile

2023-2024 CMAS Science-the 8th grade minority students scored in the 9th%ile



## ACADEMIC ACHIEVEMENT REFLECTION:

2023-2024 NWEA Reading, Math, and Science Achievement

Student Achievement at PSAS-Jones on the NWEA MAP assessment is measured by the Achievement Percentile. We will review NWEA data in the Spring of 2025 to determine achievement in Reading, Math, and Science. We will view these as indicators of CMAS proficiency.

### Student Performance Priority: Elementary: ELA

#### 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?

Overall across 3rd-5th grade subgroups, the mean of students are below expectations of the mean scale score of 721, growth must increase to catch up to grade level expectations.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

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

maintain growth at the 60th to 70th percentile to catch up from the middle of the year to end of the year NWEA scores

#### Interim Measure and Target?

Growth between 60th-70th percentile to catch up from BOY NWEA  
Growth between 60th-70th percentile to catch up from BOY NWEA-EOY NWEA

#### Measurement Dates

12 / 06 / 2024  
05 / 02 / 2025

### Student Performance Priority: Middle School: Math

#### Student Performance Priority Category

Math

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

Free/Reduced Lunch All Student Population

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

6 7 8 All Grades Served

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

Overall across the 6th, 7th, and 8th grade subgroups, the mean of

students are below expectations with a mean scale score of 705.6, growth must increase to catch up to grade level expectations.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

**Interim Measure and Target?**

**Measurement Dates**

Growth between 60th-70th percentile to catch up from BOY NWEA  
Growth between 60th-70th percentile to catch up from BOY NWEA-EOY NWEA

12 / 06 / 2024  
05 / 02 / 2025

**Student Performance Priority: Elementary: Math**

**Student Performance Priority Category**

Math

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

Free/Reduced Lunch English Learners/Multi-Language Learners  
All Student Population

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

3 4 5

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

Overall across 3rd-5th grade subgroups, the mean of students are below expectations of the mean scale score of 708.5, growth must increase to catch up to grade level expectations.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

**Interim Measure and Target?**

**Measurement Dates**

Growth between 60th-70th percentile to catch up from BOY NWEA  
Growth between 60th-70th percentile to catch up from BOY NWEA-EOY NWEA

12 / 06 / 2024  
05 / 02 / 2025

**Student Performance Priority: Middle School ELA**

**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 English Learners/Multi-Language Learners  
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?**

Overall across the 6th, 7th, and 8th grade subgroups, the mean of students are below expectations with a mean scale score of 723.3, growth must increase to catch up to grade level expectations.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

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

maintain growth at the 60th to 70th percentile to catch up from the beginning of the year NWEA and CMAS scores.

**Interim Measure and Target?**

Growth between 60th-70th percentile to catch up from BOY NWEA  
Growth between 60th-70th percentile to catch up from BOY NWEA-EOY NWEA

**Measurement Dates**

12 / 06 / 2024  
05 / 02 / 2025

## Root Cause Analysis



### Elementary: ELA



#### ELA: Elementary: Lack of fidelity to Tier I instruction

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

Teachers did not provide Tier I instruction with fidelity. This was due in part to lack of professional development on best instructional practices and delivery of the curriculum, and lack of collaboration in a PLC format with their professional peers. Teachers were not provided with instructional coaching on a consistent basis. Tier I instruction was not consistent between similar grade level classes. This was due to different prior classroom experiences, training, and professional development. Classes were inconsistent in analyzing assessment and daily work data to inform instruction.

##### Root Cause Category

Instruction

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

The evidence of information that supports the selection for the student performance priority was through observations of teacher instruction as well as human resources documentation of the lack of highly qualified teachers.



## **ELA: Elementary Reading Intervention and small-group instruction**

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

In prior years teachers were not provided instructional coaching on implementing the core curriculum (Wonders) nor on small group instruction strategies within the classroom setting.

### **Root Cause Category**

Intervention Systems

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



## **Middle School: Math**



## **Math: Middle School: Standards Practice and Mastery**

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

Teachers did not provide Tier I instruction with fidelity. This was due in part to lack of professional development on best instructional practices and delivery of the curriculum, and lack of collaboration in a PLC format with their professional peers. Teachers were not provided with instructional coaching on a consistent basis. Tier I instruction was not consistent between similar grade-level classes. This was due to different prior classroom experiences, training, and professional development. Classes were inconsistent in analyzing assessment and daily work data to inform instruction. Lack of direct interventions with low students and groups of low students may have impacted their performance. Students are lacking foundational skills due to the pandemic shutdown in the 19-20 and 20-21 school years.

### **Root Cause Category**

Instruction

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

The evidence of information that supports the selection for the student performance priority was through observations of teacher instruction as well as human resources documentation of the lack of highly qualified teachers.



## **Math: Middle School: Direct Instruction Rigor**

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

Teachers lack planning for differentiation to move students at all levels. Teachers lack the ability to engage students within the lesson at a high level in making the learning relevant. Direct Instruction rigor is lacking in guiding students' specific skills to tie mathematical reasoning and mathematical models to real-world problems.

### **Root Cause Category**

Instruction

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

The evidence of information that supports the selection for the student performance priority was through observations of teacher instruction as well as human resources documentation of the lack of highly qualified teachers.



## **Math: Middle School: Lack of fidelity to Tier I instruction**

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

Teachers did not provide Tier I instruction with fidelity. This was in part to outdated curriculum, lack of professional development on best instructional practices, and lack of collaboration in a PLC format with their professional peers. Teachers were not provided with instructional coaching on a consistent basis.

### **Root Cause Category**

Instruction

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



### **Math: Middle School Intervention**

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

PSAS- Jones did not provide a systematic process for identifying students' academic intervention needs nor for delivering academic intervention at students' instructional level. PSAS Jones is in need of additional school time for math practice and support especially for those students struggling with deficits in math proficiency.

### **Root Cause Category**

Teacher Development

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



### **Elementary: Math**



### **Math: Elementary**

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

Lack of direct interventions with low students and groups of low students may have impacted their performance. Students are lacking foundational skills due to the pandemic shutdown in the 19-20 and 20-21 school years.

### **Root Cause Category**

Instruction

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



### **Math: Elementary: Lack of fidelity to Tier I instruction**

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

Teachers did not provide Tier I instruction with fidelity. Teachers lacked small group professional development in a small group setting to foster the individual needs of each teacher regarding best instructional practices and lacked collaboration in a PLC format with their professional peers. Teachers were not provided instructional coaching on target interventions to plan for small groups. Tier I instruction was not consistent between similar grade level classes. This was due to different prior classroom experiences, training, and professional development. Classes were inconsistent in analyzing assessment and daily work data to inform instruction.

### **Root Cause Category**

Teacher Development

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



## Math: Elementary Interventions

### Provide a short description of this Root Cause

Jones did not provide a systematic process for identifying students' academic intervention needs nor for delivering academic intervention at students' instructional level. In prior years teachers were not provided instructional coaching on implementing the core curriculum (IReady) nor on small group instruction strategies within the classroom setting.

### Root Cause Category

Teacher Development

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



## Middle School ELA



## ELA:Middle: Staff Turnover

### Provide a short description of this Root Cause

During the 2023-24 school year the middle school ELA program had high turnover with 3 different staff members throughout the school year

### Root Cause Category

Staffing

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

Through observations and letters of resignation we were able to track staff turnover.



## ELA: Middle: Lack of fidelity to intervention

### Provide a short description of this Root Cause

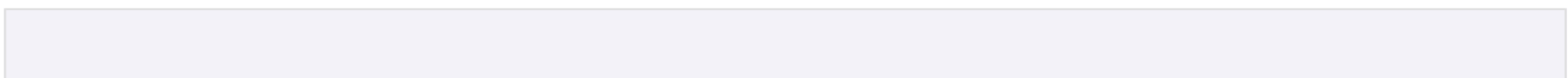
Teachers did not provide instruction with fidelity. This was due in part to lack of professional development on best instructional practices and delivery of the curriculum, and lack of collaboration in a PLC format with their professional peers. Teachers were not provided with instructional coaching on a consistent basis. Instruction was not consistent between similar grade level classes. This was due to different prior classroom experiences, training, and professional development and staff turnover. Classes were inconsistent in analyzing assessment and daily work data to inform instruction.

### Root Cause Category

Instruction

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

## Major Improvement Strategies





**Major Improvement Strategy Category**

Curriculum and Content

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

In order to ensure growth in the areas of reading and writing, we are choosing a program that is Colorado Department of Education (CDE) endorsed through the READ Act to ensure our students are receiving instruction and skills that will provide standards-based mastery at their grade level. All curricula being taught are research-based and CDE approved. Academic Intervention in ELA will be provided daily for all students at their instructional level. SIPPS, Hegerty, and IStation, state-approved intervention programs, will be implemented, and staff will be provided professional development and training.

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

- ELA: Elementary: Lack of fidelity to Tier I instruction
- ELA: Elementary Reading Intervention and small-group instruction

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

In order to ensure growth in the areas of reading and writing, we are choosing a program that is Colorado Department of Education (CDE) endorsed through the READ Act to ensure our students are receiving instruction and skills that will provide standards-based mastery at their grade level. All curricula being taught are research-based and CDE approved. Academic Intervention in ELA will be provided daily for all students at their instructional level. SIPPS, Hegerty, and IStation, state-approved intervention programs, will be implemented, and staff will be provided professional development and training.

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

Other



**Implementation**



**Implementation 1**

**Implementation Milestones**

**What improvement do you expect to see?**

Increase in student growth by 60%-70% from NWEA BOY to EOY

**Date**

12 / 13 / 2024

**Implementation Milestone**

By MOY we expect to see that 60%-70% will meet or exceed their individual growth goal according to NWEA data results

**Who will monitor this strategy?**

Classroom Teachers, Reading Interventionist, building administration

05 / 09 / 2025

BY EOY we expect to see that 60%-70% will meet or exceed their individual growth goal according to NWEA data results

### **Implementation 2**

#### **What improvement do you expect to see?**

Increase in literacy Intervention

#### **Implementation Milestones**

##### **Date**

##### **Implementation Milestone**

#### **Who will monitor this strategy?**

classroom teachers, intervention teachers, and building administration

06 / 03 / 2024

schedule targeted intervention/enrichment into Master schedule

### **Action Plan**

<b>Action Step</b>	<b>Responsible Party</b>	<b>Start Date</b>	<b>End Date</b>
Targeted Professional Development	School Administration, Instructional Coaches, and teachersTeachers	07 / 29 / 2024	05 / 22 / 2025
Curriculum Mapping	school administration, instructional coach, and teachers	08 / 06 / 2024	05 / 22 / 2025
Implementation of researched based core and intervention programs	building administration and staff	08 / 12 / 2024	05 / 22 / 2025

### **Math: Elementary Tier 1 Instruction and fidelity**

#### **Major Improvement Strategy Category**

Research-based Instructional Practices

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

To support our instructional staff and ensure that they are effectively teaching tier 1 instructional strategies with fidelity we have implemented instructional coaching and mentoring for those teachers that are not highly qualified as well as any teacher that has been placed on an improvement plan.

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

- Math: Elementary
- Math: Elementary: Lack of fidelity to Tier I instruction
- Math: Elementary Interventions

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

These issues are addressed in the 2020 CAS. Staff will receive ongoing training in the Power Standards and Standards based instruction.

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

Title II



**Implementation**



**Implementation 1**

	Implementation Milestones	
What improvement do you expect to see?	Date	Implementation Milestone
Increase in instructional rigor and tier 1 instruction	12 / 12 / 2024	increase in student engagement and academic growth based on observations and progress monitoring
Who will monitor this strategy?		
Teachers, instructional coaches, administration		



**Implementation 2**

	Implementation Milestones	
What improvement do you expect to see?	Date	Implementation Milestone
Increase in student growth by 60%-70% from NWEA BOY to EOY	12 / 13 / 2024	By MOY we expect to see that 60%-70% will meet or exceed their individual growth goal according to NWEA data results
Who will monitor this strategy?		



instructional coaches, principal , classroom teachers, intervention teachers

05 / 22 / 2025

By EOY we expect to see that 60%-70% will meet or exceed their individual growth goal according to NWEA data results

 **Implementation 3**

**Implementation Milestones**

**What improvement do you expect to see?**

Increase in teacher knowledge of tier 1 instructional strategies and pedagogy

**Date**

**Implementation Milestone**

05 / 22 / 2025

**Who will monitor this strategy?**

instructional coaches and administration

New hires and teachers that are not highly qualified will increase pedagogy and implementation of tier 1 instructional strategies that will be measured through coaching and observations.

 **Action Plan**

**Action Step**

**Responsible Party**

**Start Date**

**End Date**

Targeted Professional Development

Teachers, Principal, Interventionists, instructional coach

07 / 29 / 2024

05 / 22 / 2025

Curriculum Mapping

instructional coaches, principal , classroom teachers, intervention teachers

07 / 29 / 2024


05 / 22 / 2025

Implementation of researched based core and intervention programs

instructional coaches, principal , classroom teachers, intervention teachers

07 / 29 / 2024

05 / 22 / 2025

 **Middle School Math Instruction and Rigor**

**Major Improvement Strategy Category**

Research-based Instructional Practices

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

To support our instructional staff and ensure that they are effectively teaching tier 1 instructional strategies with fidelity and rigor we have implemented instructional coaching and mentoring for those teachers that are not highly qualified as well as any teacher that has been placed on an improvement plan.

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

- Math: Middle School: Standards Practice and Mastery
- Math: Middle School: Direct Instruction Rigor
- Math: Middle School Intervention

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

These issues are addressed in the Common Core Standards for Mathematical Practice, which offer research guidelines that are the basis of the Common Core Mathematical Standards. Standard 3: Construct Viable Arguments and Critique Reasoning of Others and Standard 4: Model with Mathematics, both directly address the need for this major improvement strategy. These issues are also addressed in the 2020 CAS. Staff will receive ongoing training in the Power Standards and Standards based instruction.

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

Title II



**Implementation**



**Implementation 1**

	Implementation Milestones	
What improvement do you expect to see?	Date	Implementation Milestone
Increase in instructional rigor and tier 1 instruction	05 / 22 / 2025	increase in student engagement and academic growth based on observations and progress monitoring
Who will monitor this strategy?		
Principal, Middle School Math Teachers, instructional coach		



**Implementation 2**

**Implementation Milestones**

What improvement do you expect to see?

Increase in student growth by 60%-70% from NWEA BOY to EOY	Date	Implementation Milestone
<b>Who will monitor this strategy?</b>	12 / 13 / 2024	Increase in student growth by 60%-70% from NWEA BOY to MOY
Principal, Middle School Math Teachers, instructional coach, intervention teachers	05 / 22 / 2025	Increase in student growth by 60%-70% from NWEA BOY to EOY



### Action Plan

Action Step	Responsible Party	Start Date	End Date
Implementation of researched based core and intervention programs	instructional coaches, principal , classroom teachers, intervention teachers	07 / 29 / 2024	05 / 22 / 2025
Curriculum Mapping	instructional coaches, principal , classroom teachers, intervention teachers	07 / 29 / 2024	05 / 22 / 2025
Targeted Professional Development	Teachers, Principal, Interventionists, instructional coach	07 / 29 / 2024	05 / 22 / 2025



### Middle School ELA Staffing and Instruction

#### Major Improvement Strategy Category

Recruitment and Retention

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

To support our instructional staff and ensure that they are effectively teaching tier 1 instructional strategies with fidelity we have implemented instructional coaching and mentoring for those teachers that are not highly qualified as well as any teacher that has been placed on an improvement plan.

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

- ELA:Middle: Staff Turnover
- ELA: Middle: Lack of fidelity to intervention

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

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

Title II



### Implementation



#### Implementation 1

What improvement do you expect to see?

Increase in teacher's knowledge of pedagogy and tier 1 instruction

Who will monitor this strategy?

Instructional coach, administration

#### Implementation Milestones

Date

05 / 22 / 2025

Implementation Milestone

staff that is not high qualified will be required to have an instructional coach/mentor and attend induction



### Action Plan

Action Step

targeted professional development

instructional coaching

Responsible Party

administration

administration and instructional coach

Start Date

07 / 29 / 2024

07 / 29 / 2024

End Date

05 / 22 / 2025

05 / 22 / 2025

## Assurances & Requirements

### Requirement

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).

The plan was developed in partnership with stakeholders, including principals and other

### Meets expectations for

ALL

### Agreement

I agree

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

The school will involve stakeholders -- at a minimum the SAC -- 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