



Colorado's Unified Improvement Plan for Schools

Highland Park Elementary School UIP 2023-24 | School: Highland Park Elementary School | District: Pueblo City 60 | Org ID: 2690 | School ID: 3976 |
Framework: Priority Improvement Plan | Draft UIP

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Executive Summary



Priority Performance Challenges

- ELA



Root Cause

- Standards Based Lesson Planning
- Student Engagement

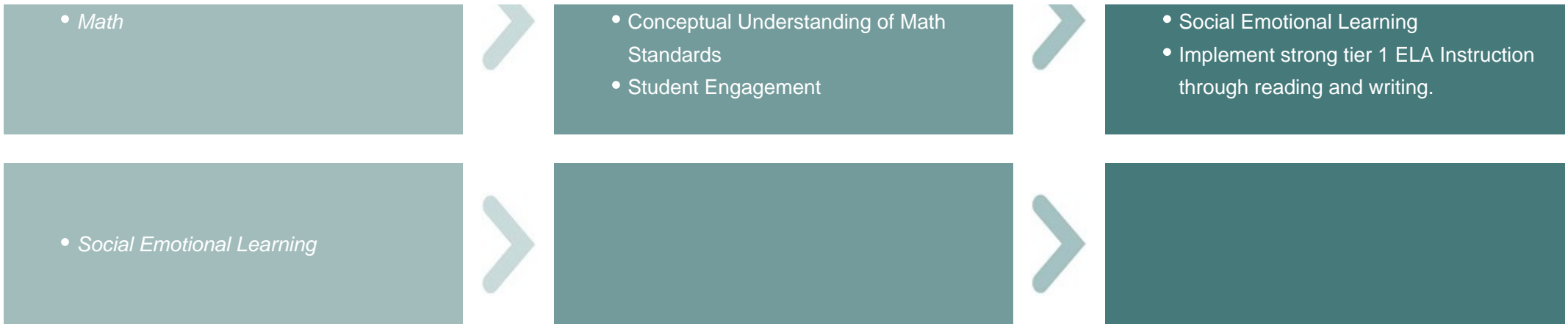


Major Improvement Strategies

- Implement strong tier 1 ELA Instruction through reading and writing.
- Social Emotional Learning
- Student Support & Intervention

- Tier 2 Standards Based Planning

- Student Support & Intervention



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Description: Highland Park has an approx. enrollment of 260 students in Preschool through Fifth grade. Highland Park’s free and reduced lunch percentage for the 2022-2023 school year was 85.3%. We have a two track of teachers in K-5; with an average of 25 students per class. This is our third year as a Title I school.

Staff: Highland Park's teaching staff consists of: 12 classroom teachers, 2 specialist teachers (STEAM and physical education), 3 Exceptional Student Service

teachers, 8 paraprofessionals, 1 Instructional Tutor, 1 Educational Assistant-Media, and 1 Educational Assistant-Media. Highland Park has a full time counselor and 1 Teacher on Special Assignment (TOSA) position this year in order to help build capacity with our Project Lead the Way (PLTW) as well as implementation of our new Inspire science curriculum. Last year we lost several teachers; this year we have three new teachers and 2 retired teachers in our building.

Student Demographics: The demographic breakdown of our student population consists of 74.1% Minority Students, 19.2% of our student population are students on IEP's, 2.2% of our student population are Gifted and Talented, and 1.6% are Multilingual Learners.

READ ACT:

All students on READ plans in K-3 will continue with a targeted reading intervention program. Highland Park currently has 90 students on READ plans. We utilize Wonders as our core curriculum, 95% Intervention, SIPPS and Wonderworks for intervention, and Istation as our assessment tool.

Course taking: Our stakeholders examined the course taking report and found there to be no evidence of patterns of discrepancies in the courses assigned to students at Highland Park Elementary. Students in all grades take the same courses (Math, ELA, Science, Social Studies, STEAM, and Physical Education.) Once enrolled, students at Highland Park elementary, are assigned courses based on grade level, not by disaggregated groups.

Stakeholders: Data analysis and improvement planning was done in conjunction with building staff, building leadership team, school accountability committee and our 90 day planning team. These teams revisited and collaborated on the unified improvement plan performance targets and improvement plan to make adjustments based on state assessment data and school performance framework for 2023.

This year our performance rating moved to Priority Improvement. We currently work with 2Partner Mathematics Consulting Group.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

In reviewing our academic achievement our goal for ELA was a mean scale score of 722.3 and we scored a 721.7; therefore, not making our goal for all students or sub groups. We set a reading goal of reducing our number of K-3 students performing well below benchmark by 50% from BOY to EOY. At BOY we had 73

students (36%) at well below benchmark and at EOY we had 50 (25%) of our students at well below benchmark; therefore, not meeting our set goal. Our math goal was a mean scale score of 719.1 and we scored a 717.1; therefore not making our goal for all students or sub groups.

In reviewing our academic growth we set a goal for all students and sub groups to score at or above the 50th median growth percentile (mgp) in ELA and we scored at the 47.5 mgp for all students and did not meet the mgp for any subgroups. We set a goal for all students and sub groups to score at or above the 65th median growth percentile (mgp) in Math and we scored at the 40.5 mgp for all students and did not meet the mgp for any subgroups.

Other performance indicators that we wanted to watch were the number of students identified with a significant reading deficiency (srd) and had a READ plan. Our goal was to reduce the amount of READ plans by 25%. At the beginning of last year we had 121 students on READ plans and begin this year with 90%, which was a reduction of 26%, meeting our set goal. Our attendance goal for last school year was 96% and it was 89%. The last goal was set around our morning meetings and closing circles. We meet our goal of 100% of classrooms having morning meetings and ended the year with 50% of classrooms having closing circles.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

This school year we will no longer have a goal based on DIBELS as we no longer utilize this assessment. We will continue to achieve a median scale score of 722.3 for ELA and a mean scale score of 719.1 for Math. An adjustment that will be made this school year will be building teachers content knowledge through planning in ELA and Math so that the tier 1 instruction is strong and meeting the expected grade level outcomes and standards.

For academic growth we will continue to set our goal to meet or exceed the 50th median growth percentile in ELA and Math. An adjustment to small group instruction will be made in that the students identified gap will be skill based and the intervention chosen will be specific to the identified skill and the skill will be progress monitored every three weeks. With the intention that skills will begin to be mastered and growth made in the identified skill or domain.

All other performance indicators will continue to be monitored for this school year. In reducing the amount of students identified with a significant reading deficiency an increase in tutoring opportunities and parent communication will be this years focus. In working to meet our attendance goal, some adjustments that will be made will be celebrations of 100% daily classroom attendance, 100% weekly classroom attendance and having surprise attendance days once a month to celebrate students that are in attendance. In order to met our 100% classroom morning meetings and closing circles I will have opportunities for our process champion team members to walk the building to monitor and see how we can support teachers with implementation.

Current Performance

- On the 2023 State Performance Framework Highland Park earned an Improvement Plan type assignment.

Data Analysis: Overall, Highland Park's level of academic achievement does not meet the state expectations in Math and ELA. Highland Park's

level of academic growth is approaching by all students and subgroups in English Language Arts (ELA), with the exception of students with disabilities subgroup which does not meet and approaching by all students and all subgroups Math.

Academic Achievement by subgroup:

	ELA	Math
Free/Reduced-Price Lunch Eligible:	Does Not Meet- 14th percentile	Does Not Meet- 12th percentile
Minority Students:	Does Not Meet- 9th percentile	Does Not Meet- 8th percentile
Students with Disabilities:	Does Not Meet- 1st percentile	Does Not Meet- 1st percentile

Academic Growth by subgroup:

	ELA	Math
Free/Reduced-Price Lunch Eligible:	Approaching- 44 mpg	Approaching- 40.5 mpg
Minority Students:	Approaching- 41.5 mpg	Approaching- 38 mpg
Students with Disabilities	Does Not Meet- 23 mpg	Approaching- 36.5 mpg

When examining our sub groups (free and reduced lunch and minority students), our students are increasing or remaining stable in the single digits in all areas of academic achievement. Our sub group of students with disabilities did not meet in academic achievement; did not meet academic growth in ELA and were approaching in growth for ELA. This year our academic growth in math for all students and sub groups fell to the approaching level.

READ Trend Data

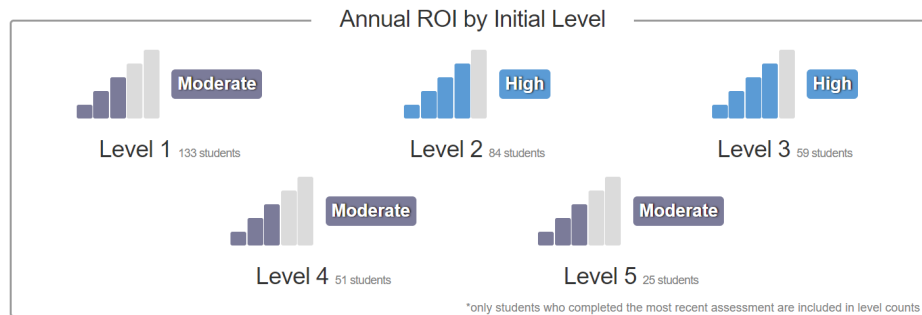
2018-2019 # of READ Plans is 144, Total Student Enrollment is 528
 2019-2020 # of READ Plans is 166, Total Student Enrollment is 523
 2020-2021 # of READ Plans is 155, Total Student Enrollment of 418
 2021-2022 # of READ Plans is 98, Total Student Enrollment 391
 2022-2023 # of READ Plans is 121, Total Student Enrollment 318
 2023-2024 # of READ Plans is 90, Total Student Enrollment 267

After a review of READ Plan numbers and student enrollment at Highland Park Elementary we recognize that we still have a high number of students with significant reading deficiencies.

Local Data: During the 2021-2022 school year we implemented Istation as a new assessment system for ELA and Math.

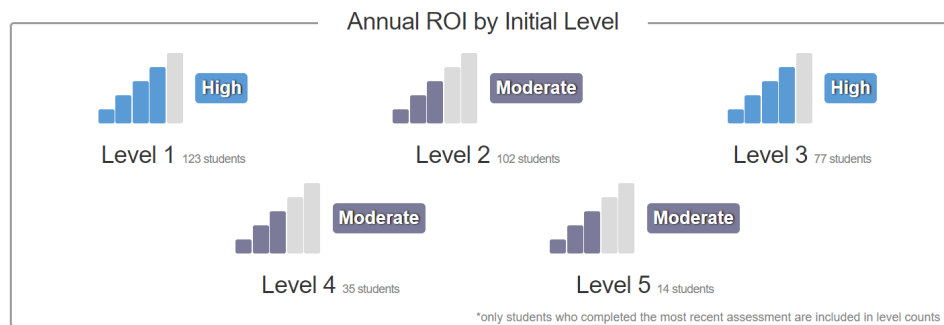
ISIP™ Reading results for Highland Park Elementary School (Stem Magnet)

Pueblo City School District 60 - 2021/2022

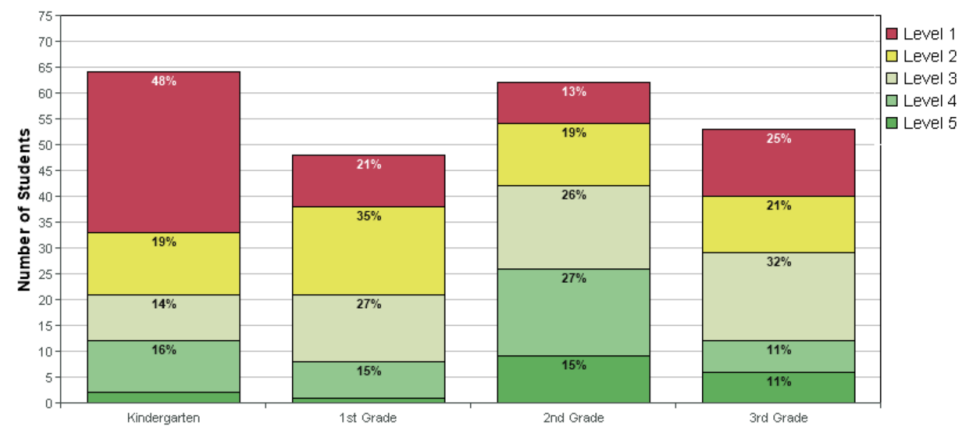


ISIP™ Math results for Highland Park Elementary School (Stem Magnet)

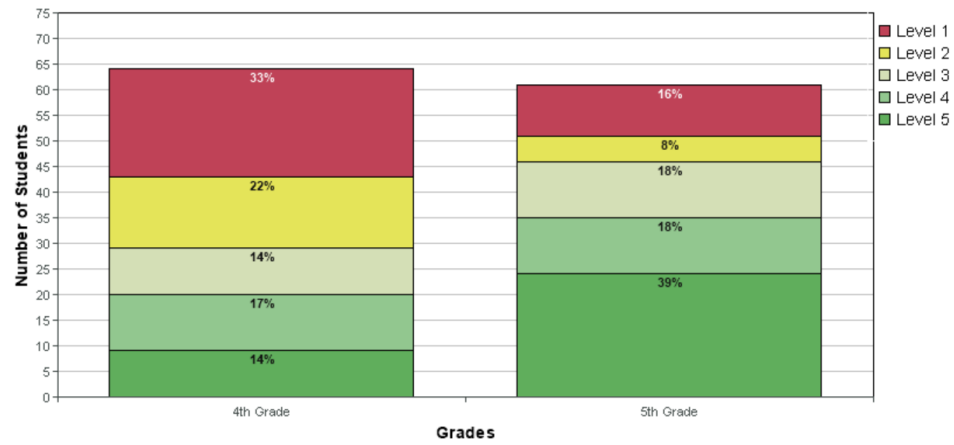
Pueblo City School District 60 - 2021/2022



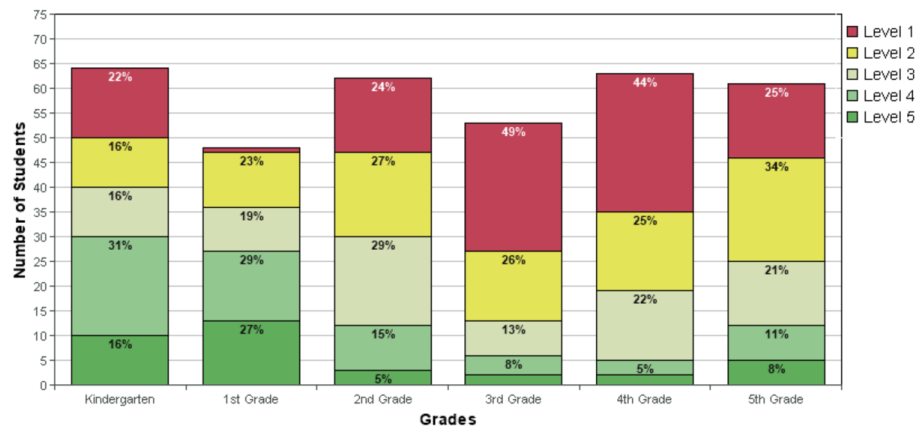
ISIP Early Reading Summary (May 2022)



ISIP Advanced Reading Summary (May 2022)



ISIP Math Summary (May 2022)



Local Data: 2022-2023 Istation Data



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Trend Analysis



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

Students are increasing after decrease in academic achievement in Math on CMAS in 2019-2023 (2019= 715.5; 2022=714.9; 2023= 717.1). This is a notable trend because it is now increasing, but still below meeting state expectations.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

Students that are free and reduced lunch eligible were decreasing and are now increasing in Academic Achievement in ELA on CMAS in 2019-2023 (2019= 7 percentile; 2022=8 percentile; 2023= 14 percentile). This is a notable trend because it consistently does not meet the state expectation.



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

All student subgroups (free and reduced lunch, minority students), students with disabilities remain stable in the does not meet category in Academic Achievement in Math on CMAS in 2019-2023 (2019= 7,18,1; 2022= 9,8,1; 2023= 12, 8, 1). This is a notable trend because we are consistently performing below state expectation.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

Students are increasing after decreasing in academic achievement in ELA on CMAS in 2019-2023 (2019=724.6; 2022=718.7; 2023= 721.7). This is a notable trend because the data has been on a steady decline and has begun to increase, but still below the state expectation.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

Students were increasing and are now decreasing in academic growth in Math on CMAS in 2019-2023 (2019= 33 mgp; 2022=70.5 mgp; 2023= 40.5). This is a notable trend because the data was increasing and is now decreasing and not meeting the state expectation.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Students with Disabilities are decreasing in ELA growth on CMAS between 2019-2023 (2019= 25.5 MGP; 2022=n



Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Growth

Students were decreasing and are now increasing in academic growth in ELA on CMAS in 2019-2023 (2019= 39.5 mgp; 2022=33 mgp; 2023= 47.5). This is a notable trend because we were decreasing and increased this year, but still below the state expectation.



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

Students with Disabilities are on a decrease in Math growth on CMAS between 2019-2023 (2019= 53.5 MGP; 2022=n



Trend Direction: Decreasing
Performance Indicator Target: Other

The amount of students identified with a significant reading deficiency is on a decreasing trend. Over the past three years our READ plans were 2020-155; 2022-121; 2023- 90. This is a notable trend because the goal is to decrease the amount of READ plans year to year.

Additional Trend Information:

We are beginning our third year of Istation as our assessment tool and will continue to monitor data for trends.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: ELA

Strong tier 1 instruction with an emphasis on Writing and small group skill identification.



Root Cause: Standards Based Lesson Planning

In an effort to be more efficient with time teachers have distributed lesson planning by subject; which is making lesson internalization for all teachers not as deep as the one who is completing the lesson plans.



Root Cause: Student Engagement

Highland Park has the compliance of students in terms of working; however, there are not consistent strategies in place to ensure high student engagement in all classrooms.



Priority Performance Challenge: Math

There is a need for more support for students in tier 2 instruction to close identified skill gaps for all students and all sub groups.



Root Cause: Tier 2 Standards Based Planning

There is not a consistency among classrooms in the identification and planning of math small groups to meet the needs of all students.



Root Cause: Conceptual Understanding of Math Standards

Teachers are delivering instruction of math in a procedural way and are not yet instructing for conceptual understanding.



Root Cause: Student Engagement

Highland Park has the compliance of students in terms of working; however, there are not consistent strategies in place to ensure high student engagement in all classrooms.



Priority Performance Challenge: Social Emotional Learning

A system is not in place to effectively address students social and emotional needs.

Magnitude of Performance Challenges and Rationale for Selection:



Overall, the data has shown that Highland Park needs to improve in Math and ELA achievement in all grade levels and subgroups. Our academic growth is improving in math and we need to continue with the structures in place to continue to see an upward trend.

Magnitude of Root Causes and Rationale for Selection:



These root causes were identified and verified in conjunction with the building staff, building leadership team, school literacy team and 90 day planning team. Our external partners, 2Partner and Growing Educational Practices, have provided external diagnostic reviews which also identified these root causes. This was a multi step process beginning with gathering and analyzing our data; looking at past and current performance trends in our school and district data; creating new performance challenges, identifying root causes and setting new targets for this year. Overall, a review of CMAS assessment scores for the previous three years has indicated little to no progress in academic achievement causing us to take a hard look at the processes and procedures in place.

Action Plans

Planning Form



Implement strong tier 1 ELA Instruction through reading and writing.

What will success look like: Leader will collaborate with teachers to plan instruction during PLC's, supporting the identification of the most important learning to take place based on the standards. Teachers identify the desired outcomes: ideal oral and written responses to generate student thought and discussion in the classroom where/when it occurs in the lesson. This allows students to discuss and respond in written form so they do more of the cognitive lift. Leaders conduct regular rounds of walkthroughs to monitor implementation and provide viable and constructive feedback to staff.

Describe the research/evidence base supporting the strategy and why it is a good fit: Students who are exposed to reading grade level text, writing everyday, and engaging in classroom discussions to give purpose and meaning to the reading tend to perform at a higher level.

Strategy Category:

Associated Root Causes:



Standards Based Lesson Planning:

In an effort to be more efficient with time teachers have distributed lesson planning by subject; which is making lesson internalization for all teachers not as deep as the one who is completing the lesson plans.



Student Engagement:

Highland Park has the compliance of students in terms of working; however, there are not consistent strategies in place to ensure high student engagement in all classrooms.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Student Support & Intervention

What will success look like: A MTSS protocol will be in place for student support. Teachers will be able to identify students' needs, interventions and outcomes for academics and behavior. Professional development will be scheduled based on teacher needs throughout the year. Students will be successful in achieving grade level outcomes.

Describe the research/evidence base supporting the strategy and why it is a good fit: The multi-tiered systems of support is research based and proven to meet identified student needs and provide an extra level of support through increased intensity and frequency of the intervention.

Strategy Category:

Associated Root Causes:



Tier 2 Standards Based Planning:

There is not a consistency among classrooms in the identification and planning of math small groups to meet the needs of all students.



Student Engagement:

Highland Park has the compliance of students in terms of working; however, there are not consistent strategies in place to ensure high student engagement in all classrooms.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Social Emotional Learning

What will success look like: The school focus will be on positive students behaviors and students will be able to identify and utilize strategies to work through their emotional needs. The staff at Highland Park will understand, identify and be able to respond to student emotional needs.

Describe the research/evidence base supporting the strategy and why it is a good fit: It is important for our students to be in a positive environment that fosters a love for learning and high academic standards.

Strategy Category:

Associated Root Causes:



Student Engagement:

Highland Park has the compliance of students in terms of working; however, there are not consistent strategies in place to ensure high student engagement in all classrooms.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : ELA



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: By the end of the 23-24 school year Highland Park's students, including all sub-groups, will score at or above a mean scale score of 722.3 on the CMAS ELA assessment.

2024-2025: By the end of the 24-25 school year Highland Park's students, including all sub-groups, will score at or above a mean scale score of 739.5 on the CMAS ELA assessment.

INTERIM MEASURES FOR 2023-2024: Istation and Wonders Unit Assessments



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: By the end of the 23-24 school year Highland Park students and all subgroups will score at or above the 50th median growth percentile rank on the CMAS ELA assessment.

2024-2025: By the end of the 24-25 school year Highland Park students and all subgroups will score at or above the 60th median growth percentile rank on the CMAS ELA assessment.

INTERIM MEASURES FOR 2023-2024: Istation and Wonders Unit Assessments



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

2023-2024: By the end of the 23-24 school year Highland Park will score at or above the 50th median growth percentile rank on the CMAS Math assessment.

ANNUAL
PERFORMANCE
TARGETS

2024-2025: By the end of the 24-25 school year Highland Park will score at or above the 65th median growth percentile rank on the CMAS Math assessment.

INTERIM MEASURES FOR 2023-2024: Istation and Engage NY topic quizzes and end of module assessments.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: By the end of the 23-24 school year Highland Park will decrease the number of students identified with a significant reading deficiency by 25% based on the number of READ plans from the previous year.

2024-2025: By the end of the 24-25 school year Highland Park will decrease the number of students identified with a significant reading deficiency by 25% based on the number of READ plans from the previous year.

INTERIM MEASURES FOR 2023-2024:



Priority Performance Challenge : Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: By the end of the 23-24 school year Highland Park's students and all subgroups will score at or above a 719.1 mean scale score on the CMAS Math assessment.

2024-2025: By the end of the 24-25 school year Highland Park's students and all subgroups will score at or above a 734.3 mean scale score on the CMAS Math assessment.

INTERIM MEASURES FOR 2023-2024: Istation and Engage NY topic quizzes and end of module assessments.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: By the end of the 23-24 school year Highland Park will be at or above 93% attendance as reported in Infinite Campus using the Average Daily Attendance report for the year.

2024-2025: By the end of the 24-25 school year Highland Park will be at or above 95% attendance as reported in Infinite Campus using the Average Daily Attendance report for the year.

INTERIM MEASURES FOR 2023-2024: Monthly Average Daily attendance reports.



Priority Performance Challenge : Social Emotional Learning



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 80% of classrooms will conduct morning meetings and closing circles with students.

2024-2025: 100% of classrooms will conduct morning meetings and closing circles with students.

INTERIM MEASURES FOR 2023-2024: Daily observations and data tracked by observer monthly.