



# Colorado's Unified Improvement Plan for Schools

**Pueblo Academy of Arts UIP 2023-24** | **School:** Pueblo Academy of Arts | **District:** Pueblo City 60 | **Org ID:** 2690 | **School ID:** 5048 | **Framework:** Priority Improvement Plan | **Draft UIP**

## Table of Contents

Last Year UIP: [Pueblo Academy of Arts UIP 2022-23](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



### Priority Performance Challenges

- *ELA Academic Performance & Growth*



### Root Cause

- Lack of Lesson Internalization
- Lack of Student Cognitive Engagement
- Lack of Content-Specific Instructional Strategies
- Lack of Accountability & Feedback
- Lack of Embedded Professional Development



### Major Improvement Strategies

- Internalize and Deliver Effective Literacy Lessons

- *Student Engagement and Support*



- Ineffective Behavior Management Systems
- Ineffective Attendance Systems
- Improve Academic, Social, & Emotional Safety for Students
- Lack of Support and Mentoring for Teachers
- Lack of Optimal Learning Environments



- Create effective systems leading to a safe, supportive, & welcoming environment

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

## Improvement Plan Information

### Additional Information about the school

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

**School Setting:**

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. In addition, a deep look at our root causes has demonstrated a need to establish strong foundations for instruction and culture to ensure that our original plan for an academically focused visual and performing arts program is strong and rigorous. Before the COVID-19 pandemic, PAA had earned an SPF rating of Improvement for two years, including 2018 and 2019. Adjustments to CMAS state assessments required PAA to carry this plan status forward for 2020 and 2021. Following these years, the school's School Performance Framework resulted in Turnaround Status in 2022. Most recently, PAA earned a Priority Improvement status on its 2023 SPF. These recent assessment results further demonstrate the inconsistency of the school's performance.

The demographic distribution of our student population has remained fairly stable but is trending lower in the total number of minority students enrolled at Pueblo Academy of Arts. In recent years, the school has seen a decline in student enrollment; however, this trend is consistent with enrollment numbers in other schools across the school district and the district's overall enrollment.

Demographic Distribution	2019-2020	2020-2021	2021-2022	2022-2023
Student Enrollment	627	614	595	541
Total Minority	78%	80%	80%	75%
Hispanic	73%	75%	74%	67%
White	22%	20%	21%	25%
All other (combined)	5%	6%	5%	6%

The following data table further describes the student demographic Pueblo Academy of Arts served during the 2022-2023 SY.

Preliminary: Priority Improvement	
2022-23 Total Enrollment (K-12)	
541	
Demographics	
FRL Eligible	81.3%
Minority Students	74.9%
Multilingual Learners	3.3%
Students on IEPs	19.6%
Gifted Students	3.1%
Migrant Students	0.0%

During the 2022-2023 school year, Pueblo Academy of Arts continued to work through high levels of staff attrition. Eleven teaching positions needed to be hired for the school year. Several open positions were filled with Teach for America Corps. members, and a number of 110 teaching contracts were approved for hire. PAA continues to have a lack of science and math teachers, with only 3 of its 6 math department positions filled and only 3 of its 5 science positions filled during the 22-23 school year.

At the onset of the 2023-24 school year, Pueblo Academy of Arts continues to work through multiple years without a fully hired instructional staff and continued high levels of staff attrition. This year, 20 new staff members were hired at Pueblo Academy of Arts. Of these 20 new staff members, 17 are new teachers and paraprofessionals. We hired three retired teachers back on 110 contracts. Two teachers were transferred to our building by voluntary transfer requests through Teach for America. By October 2023, two permanent teachers hired for the 23-24 SY had already resigned during the first weeks of school. PAA had four full-time teaching positions eliminated this year due to lowered student enrollment; however, all teaching positions are still not filled as of October 2023. 4 of the 6 allotted math teaching positions have been filled this year. One of them by a returning Teach for America Corps. member, one by a retired teacher returning on a 110 contract, and two new members to the math department. ELA has one returning member from the ELA department from last year. The other four ELA teachers are new to the city and/or state, and 5 of the 6 allotted ELA teaching positions have been filled. Like the rest of the state and the country, PAA is challenged to find highly qualified instructional staff to fill its positions. There are still 5 teaching positions unfilled, and they need to be hired by the beginning of October 2023.

The 2023-2024 school year will be the beginning of a new community partnership between Pueblo Academy of Arts and the Boys and Girls Club of Pueblo (BGCP). The BGCP works closely with PAA's leadership team to support students academically, socially, and emotionally. This is the first year the club will open at PAA. The club will focus on 21st-century skills, academic support, enrichment, and family engagement. The BGC is free for PAA students to attend and offers courses immediately following the school day until 7:30 PM (Monday through Thursday) and on Fridays from 8:30 AM-5:30 PM. Along with academic support and hands-on learning, students have access to meals and individualized tutoring. School staff works with BGC staff to ensure that programs align with current grade-level expectations and learning.

Pueblo Academy of Arts has a quality core academic curriculum for Math, ELA, Social Studies, and Science. The following are the core academic curriculum:

ELA: HMH Into Literature (3rd Year) was adopted district-wide for 6-8th grade. Teachers will attend training sessions throughout the school year to learn how to implement this curriculum best. Resources were purchased for online access and hard copy student and teacher editions.

Math: Carnegie Math (5th Year) was adopted by all middle schools. The district provides curriculum support and training. In addition to district support, 2Partner Math provides additional PD related to the new curriculum and on-site coaching.

Science: McGraw Hill- Inspire Science (2nd Year)- Newly adopted Science curriculum aligned to NGSS standards with an online component for students.

SS: A new Social Studies curriculum was purchased and rolled out during 2023-2024. McGraw Hill Cengage (1st Year) textbooks were purchased for all students, and professional development was provided during the initial rollout.

Assessment: NWEA (3rd Year) was implemented across the district and at Pueblo Academy of Arts. A partnership with NWEA and the provision of MAPS Growth Assessments allows us to compare our achievement and growth data with national and state-normed achievement and growth data points.

### **Process for Data Analysis:**

The Pueblo Academy of Arts 2023 Unified School Improvement Plan was developed collaboratively utilizing the expertise of a diverse group of stakeholders through the development of our current 90-day plan. The stakeholder group is comprised of various content teachers, instructional coaches, and the building administration team, whose focus was to draft the school's purpose statement, goals, and priority improvement areas. The 90-day plan was developed, providing desired outcomes, root causes, and action steps. The final draft of the academic sections of the 90-day plan was completed and updated using the most current data points available to the team. Parents provided input through various parent engagement meetings, and feedback surveys during the 22-23 SY were used to help inform the development of the current Unified School Improvement Plan.

The 90-day plan also incorporates a major improvement focus on school culture and climate. This plan was created with input provided by several stakeholder groups, including a school-based social-emotional leadership team comprising an arts integration coach, a school counselor, and the school principal. This group identified a diverse group of students, parents, and educators to support the analysis and development of the school's cultural major improvement strategies. This stakeholder group met every month throughout the second semester to discuss and identify areas of improvement aligned to areas of the Social Emotional Ecosystem. Data derived from the Youth Truth Survey, Capturing Kids' Hearts Student and Staff Surveys, and school climate indicators documented in Tableau were also utilized by the team to identify areas of improvement. The data analysis and improvement planning process was guided in collaboration with the Colorado Education Initiative's Youth Connections team and implemented by the P.A.A. social-emotional leadership team.

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## **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).**

### **Academic Achievement:**

Pueblo Academy of Arts did not meet last year's academic achievement targets in Math and ELA . Professional development and PLC time spent on systems for lesson internalization and unit/daily lesson planning, and implementing research-based and content-specific instructional practices did not give Pueblo Academy of Arts the intended achievement increase.

The mean scale score for Math Academic Achievement (all students): Target = 742 (Meets); Results = 704.5

The mean scale score for Math Academic Achievement (all sub-groups): Target = 716.5 (Approaching); Results = 692 - 704.1 (lowest subgroup being students with disabilities)

The mean scale score for ELA Academic Achievement (all students): Target = 724.1 (Approaching); Results = 716.9

**Academic Growth:**

While Pueblo Academy of Arts did not meet the targets set for the 22-23 SY, the school did demonstrate growth in ELA. This growth was actualized across all sub-groups, with the exception of students with disabilities. The growth demonstrated within the ELA content area helped to increase the School Performance Framework by one level to Priority Improvement. The ELA text-first approach to instruction, lesson internalization and unit/daily lesson planning, and content-specific practices in ELA were beneficial and improved student learning outcomes. A similar focus in math was not impactful to the same degree, but improvements in teachers' instructional practices were clearly evident in many of the classrooms across the department.

Academic Growth for Math (all students): Target = 65 (High Meets) MGP; Results = 37.5 (MGP)

Academic Growth for Math (all sub-groups): Target = 50 MGP (Meets); Results = 34 - 38.5 (lowest subgroup being students with disabilities)

Academic Growth for ELA (all students): Target = 50 (Meets); Results = 36

**Other Indicators:**

Pueblo Academy of Arts did not meet prior year targets related to attendance and the social-emotional ecosystem. However, foundational systems were developed during the third and fourth quarters of the school year. In addition, several successful clubs and activities were implemented throughout the school year. Efforts to provide transportation to increase participation in clubs and activities were unsuccessful; students and families did not indicate a need or desire for these services. The WEB program was strong initially, but ongoing efforts to connect 6th-grade students with their WEB Leaders were unsuccessful as they were planned for non-student contact time on Fridays.

Percent of students that meet the definition of chronically absent: Target = 10%; Results 57%

**Youth Truth Survey Data**

Percent of students who feel that the school has programs or services that can help them when they are feeling upset, stressed, or having problems:

Target = 41%; Results = 34%

Percent of students who feel like they are part of the school community: Target = 49%; Results = 39%

Percent of students who think they have what it takes to be a leader in my school: Target = 43%; Results = 33%

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

Based on our academic achievement and growth data reflection, many current practices will remain in place for the 23-24 SY, allowing for more consistent implementation with teachers and an improved capacity of building leadership to support ELA staff in developing rigorous instruction for students through a text-first approach to planning. Lesson internalization and consistent use of research-based and content-based instructional practices will remain a focus for Pueblo Academy of Arts. Challenges still remain with staff retention during and after the school year. This has presented new challenges with professional development provided to staff from year to year and throughout the same year in cases where a teacher does not continue their contracted service to the students, the school, and the district.

The school continues to respond to increased needs for student social-emotional and mental health support. We recognize decreases in survey data results related

to the school's social-emotional ecosystem. In response to the decrease in student social-emotional ecosystem data, we intended to solicit student voices to determine how to address their social-emotional needs best. We are also seeing an increase in school behavior referrals. However, we believe that the increase in behavior referrals directly results from ineffective and unclear systems, specifically schoolwide behavior management and attendance systems. These cultural improvement efforts will include aligned progress monitoring data that will support the revision and refinement of school-wide systems. It is important that we also celebrate a decrease in out-of-school suspensions. This demonstrates the school's focus on finding alternatives to suspension that focus on the root cause of student behaviors.

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## Current Performance

- **School Performance Framework (SPF)**

Pueblo Academy of Arts increased the percentage of points earned on its School Performance Framework (SPF) from Turnaround (32.1%) to Priority Improvement (38.6%). However, a 53% (-14.4) score must be attained to meet Colorado state expectations. To achieve the next plan type on the SPF (Improvement), a score of 42% must be attained. This change in this year's SPF is primarily due to improved English Language Arts (ELA) academic growth across all grade levels and sub-groups, except for Students with Disabilities. Improvement strategies in ELA were focused on teachers internalizing lessons through a text-first planning approach to instruction. Some consistency was found in content-based instructional practices across ELA classrooms. These improvement efforts were beneficial for student growth outcomes.

In the content area of mathematics, Pueblo Academy of Arts maintained its growth performance status of Approaching for All Students, Free/Reduced-Price Lunch Eligible, and Minority Students. A data point was able to be captured for Students with Disabilities this year as there were more than 20 students in this category that participated in the State assessment. This new data point resulted in a Does Not Meet rating for Students with Disabilities. Improvement efforts did not improve student growth outcomes.

Pueblo Academy of Arts did not meet academic achievement levels in Math and ELA for all students across all grades and sub-groups.

### **State Assessment Participation**

Pueblo Academy of Arts had low participation rates during the 2023 CMAS Assessment. The participation rates of 93% in ELA and 93.06% in Math are slightly below the State-required 95% participation rate. The impact of these lower participation rates is that the reporting data is not precise, and the students who do not complete the assessment do not have scores that can be used to improve instructional outcomes. Data for these students are limited to more local assessment data results. The possible causes of this lower participation rate vary from parents who do not agree with the requirement of State standardized assessments to



parents who do not want to put their students through the additional stress of the assessment due to their fragile social-emotional states.

#### **Course-taking patterns for disaggregated groups**

Pueblo Academy of Arts does not currently offer advanced courses for students. All students are offered the same grade-level math, ELA, Science, and Social Studies coursework. In a few cases, students with advanced scores have been moved up one grade level in the math course sequence.

#### **NWEA Assessment Data**

These local assessments show that students are performing at the same rate as they are on CMAS. The percentage points are closely aligned and provide the school with data that can support adjustments in instruction to meet the needs of students.

## NWEA School Achievement 2022-2023

Reading 6	Red		Orange		Yellow		Green		Blue	
Fall	36%	46	28%	37	16%	21	12%	16	7%	9
Winter	45%	73	22%	35	17%	27	14%	23	2%	3
Spring	47%	69	20%	28	18%	26	14%	21	1%	2

Reading 7	Red		Orange		Yellow		Green		Blue	
Fall	55%	63	24%	30	13%	19	6%	9	2%	3
Winter	53%	87	24%	40	13%	21	7%	11	3%	5
Spring	44%	62	26%	36	13%	18	16%	22	2%	3

Reading 8	Red		Orange		Yellow		Green		Blue	
Fall	35%	41	31%	43	17%	25	14%	22	3%	4
Winter	40%	47	30%	42	15%	24	12%	19	4%	6
Spring	49%	73	25%	37	15%	23	9%	13	3%	4

[School Profile and Class Profile Reports]

## NWEA School Achievement 2022-2023

Math 6	Red		Orange		Yellow		Green		Blue	
Fall	41%	71	25%	44	22%	38	9%	16	3%	6
Winter	53%	86	25%	41	13%	22	7%	11	1%	2
Spring	59%	77	18%	23	17%	22	5%	6	2%	3

Math 7	Red		Orange		Yellow		Green		Blue	
Fall	66%	81	18%	25	12%	18	4%	7	1%	1
Winter	61%	98	24%	39	11%	17	3%	4	1%	2
Spring	46%	69	31%	47	13%	20	8%	12	2%	3

Math 8	Red		Orange		Yellow		Green		Blue	
Fall	48%	59	32%	48	11%	18	8%	13	1%	1
Winter	50%	54	28%	36	14%	21	6%	9	1%	2
Spring	52%	73	27%	38	15%	21	5%	7	1%	1

[School Profile and Class Profile Reports]

### NWEA Growth Data

The school's mean RIT score grew throughout the school year in math and reading across grade levels, except for 8th grade ELA, which saw inconsistent student growth. Overall, the mean RIT scores in Math and Reading remain significantly below the normative RIT scores for students in grades 6,7 and 8. Notably, Pueblo

Academy of Arts students start well below the nationally normed RIT scores.

### NWEA Reading Growth Data 2022-2023:

Reading: 6th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	199.5	202.5	56	209.3	39	
Winter	200.8	204.1	71	213.1	38	41.5%
Spring	203.6	204.6	74	215.4	39	49.3%

[ASG Summary Reports]

Reading: 7th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	196.6	203.7	51	213.5	17	
Winter	200.2	205.7	65	216.5	29	48.6%
Spring	204.8	207.5	66	218.4	32	61.5%

[ASG Summary Reports]

Reading: 8th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	206.7	208.8	38	217.4	38	
Winter	208.7	211.3	80	220	39	44.5%
Spring	207.1	210.3	69	221.7	28	40.8%

[ASG Summary & Grade Reports]

### NWEA Math Growth Data 2022-2023:

Math: 6th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	203.3	204	86	213.8	44	
Winter	203.4	207.1	67	218.4	22	32.7%
Spring	207.2	209.9	54	223.1	22	47.3%

[ASG Summary Reports]

Math: 7th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	200.6	205.9	52	219.5	8	
Winter	204.8	209.3	50	223.1	11	48.6%
Spring	213	213.2	71	226.9	27	74.2%

[ASG Summary Reports]

Math: 8th Grade	School Mean RIT Score	District Grade-Level Mean RIT	Students at or Above District Grade-Level Mean RIT	GL Mean RIT Score	Students at or Above GL Mean RIT	% of students who met or exceeded their projected RIT score*
Fall	208.3	211.3	73	224.3	22	
Winter	210.9	214.4	66	227.4	22	44.8%
Spring	213.1	216.5	60	230.5	19	48.9%

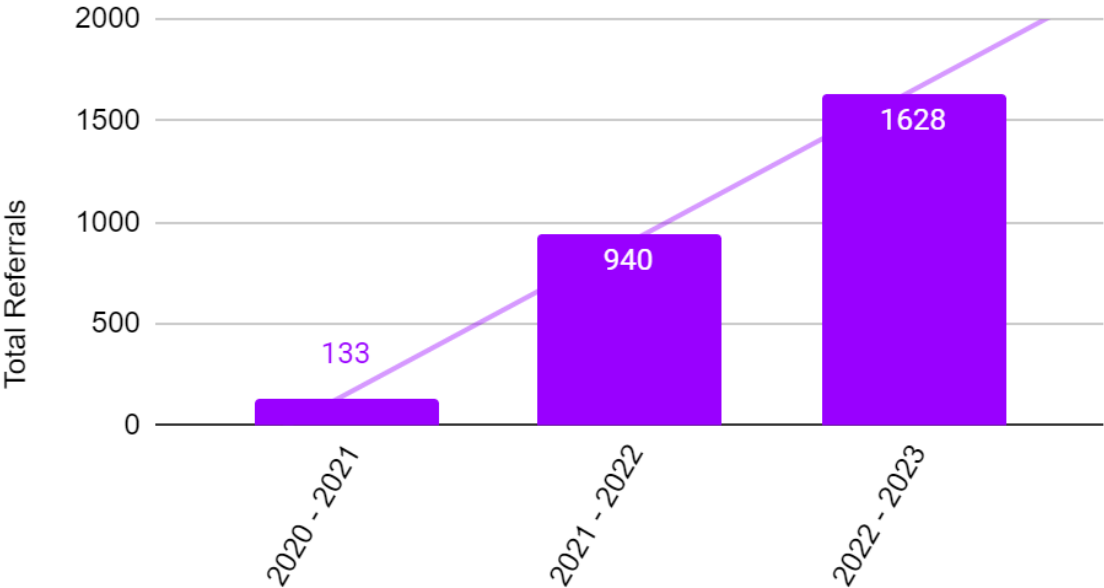
[ASG Summary Reports]

#### Other Culture Indicators:

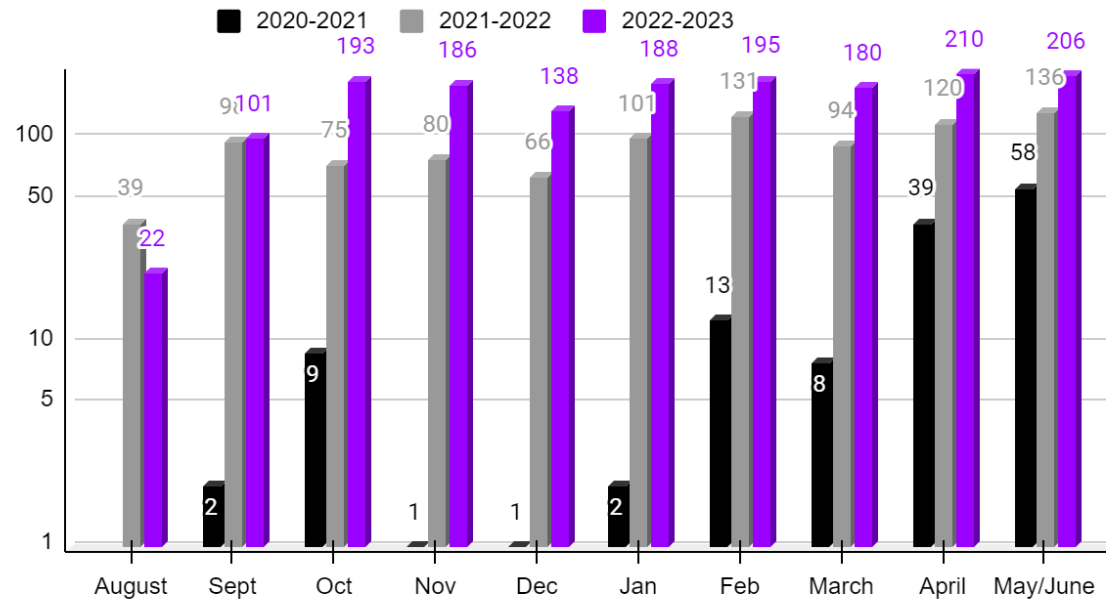
Tableau data indicates a sharp increase in the number of behavior referrals submitted across the school. This further substantiates the challenges around student discipline and students' social-emotional development. Suspension data indicates an increase in the use of the school's In-School Suspension program and a decrease in the number of Out-of-School suspensions. This shows the efforts by which building administration to identify and implement alternatives to out-of-school suspension.

Attendance data shows that there is a large increase in the number of students identified as chronically absent from school. The lower daily average attendance rates further support this concern compared to pre-pandemic attendance rates.

# Total Referrals by School Year

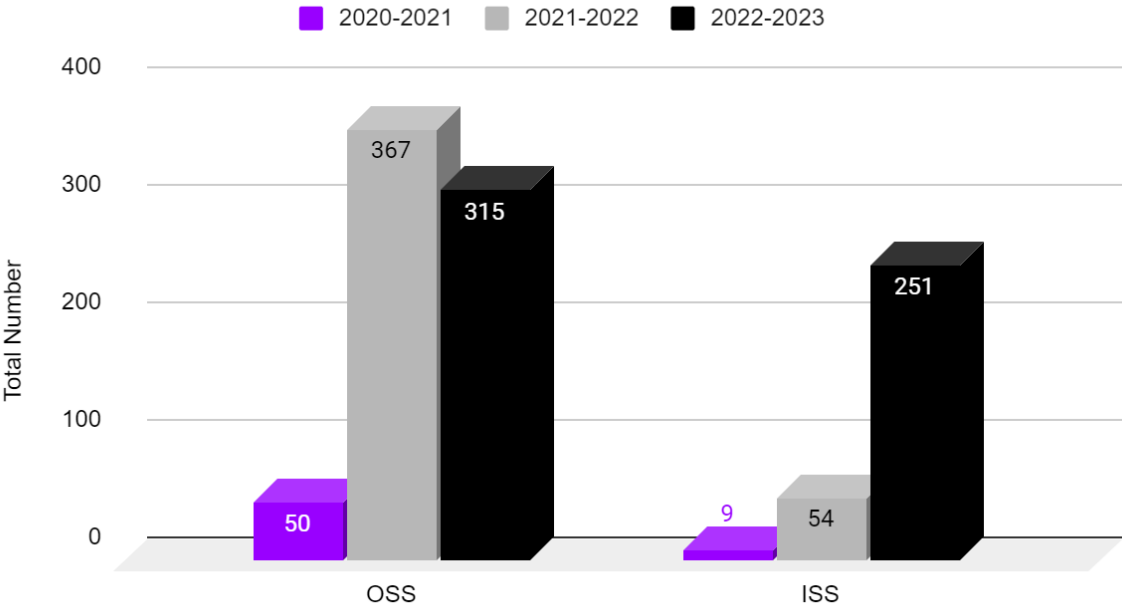


## Referrals by Month

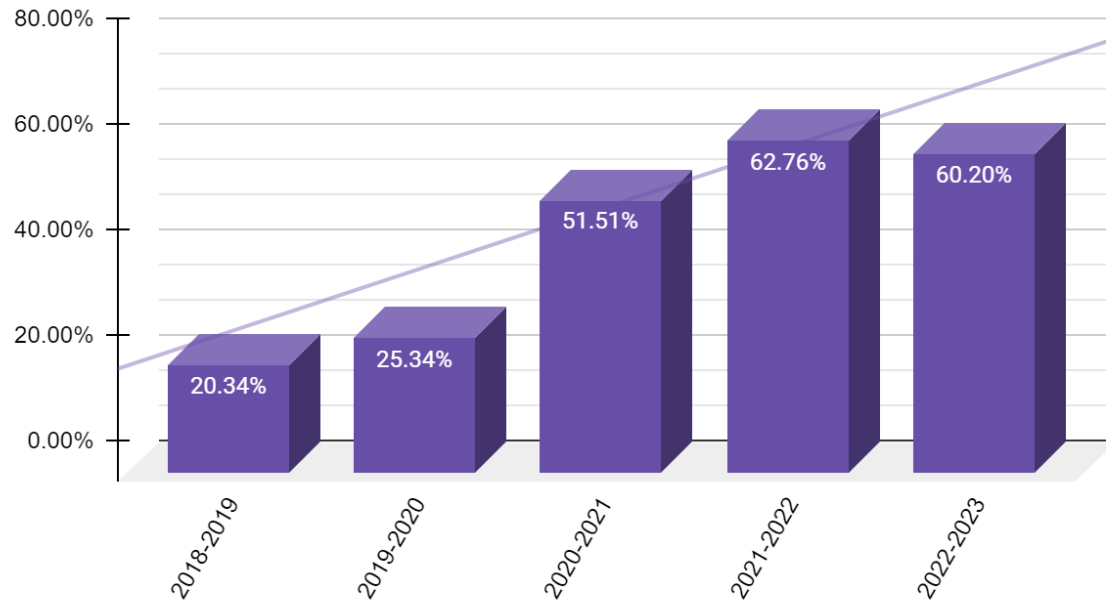




Suspensions by Year



### Chronic Absence Percentage by Year



### Average Daily Attendance Percentage (Students)

	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2018-2019	95	93	93	93	94	94	94	94	94	95	96
2019-2020	95	91	88	90	87	88	86	93	100	100	100

<b>2020-2021</b>	60	83	82	74	85	86	88	89	85	81	78
<b>2021-2022</b>	85	85	83	77	77	74	79	79	78	76	73
<b>2022-2023</b>	88	86	84	81	80	81	80	83	81	79	58

## Trend Analysis



**Trend Direction:** Decreasing then stable

**Performance Indicator Target:** Academic Achievement (Status)

All students are decreasing then stable in English/Language Arts on CMAS from 2019-23 (2019 = 728.3 MSS; 2022 = 713.5; MSS; 2023 = 716.9 MSS). This is notable because it sits well below the state expectation (740.1 Mean Scale Score) and below the 15th percentile. (Source: SPF)



**Trend Direction:** Decreasing then stable

**Performance Indicator Target:** Academic Achievement (Status)

All students are decreasing then stable in Math on CMAS from 2019-23 (2019 = 717.4 MSS; 2022 = 702.7 MSS; 2023 = 704.5). This is a notable trend because it sits well below the state expectation (731.2 MSS) and below the 15th percentile. (Source: SPF)



**Trend Direction:** Decreasing then increasing

**Performance Indicator Target:** Academic Growth

The Median Growth Percentile (MGP) for All Students in English/Language Arts is increasing on CMAS from 2019-23 (2019 = 37 MGP; 2022 = 26 MGP; 2023 = 36 MGP). This trend is notable because it sits below the state expectation (50 MGP). (Source: SPF)



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

The Median Growth Percentile (MGP) for All Students in Math on CMAS from 2019-2023 increased then remained stable (2019 = 36; 2022 = 40 MGP; 2023 = 37.5 MGP). This is a notable trend because it continues to be below the minimum state expectation (50 MGP) with a slight decrease from the previous year. (Source: SPF)



**Trend Direction:** Increasing then stable

**Performance Indicator Target:** Student Engagement

Chronic Absenteeism, as measured by Infinite Campus and reported by Tableau, has increased significantly and then remained stable from 2019-2023 (2019 = 20.34%; 2020 = 25.34%; 2021 = 51.51%; 2022 = 62.76%; 2023 = 60.20%). This data is notable because rates are significantly higher than pre-pandemic rates of chronic absenteeism and significantly higher than state expectations. (Source: Tableau/Infinite Campus)



**Trend Direction:** Decreasing then stable

**Performance Indicator Target:** Student Engagement

Average Daily Attendance rates, as measured by Infinite Campus and reported by Tableau, have decreased significantly and then remained stable from 2019-2023 (2019 = 94.1%; 2020 = 92.5; 2021 = 81%; 2022 = 78.7%; 2023 = 80.1%). This data is notable because rates are significantly lower than pre-pandemic attendance rates and significantly below state expectations. (Source: Tableau/Infinite Campus)



**Trend Direction:** Stable

**Performance Indicator Target:** Disaggregated Achievement

Academic Achievement as measured by CMAS ELA and Math disaggregated mean scale scores from 2019-2023 are consistently lower for Students with Disabilities than other student sub-groups. This is notable because Students with Disabilities consistently score lower than other sub-groups and achieve significantly below the state expectation (740.1 MSS). (Source: SPF)



**Trend Direction:** Increasing  
**Performance Indicator Target:** Student Behavior

Behavior referrals, as measured by Infinite Campus and reported by Tableau, have increased significantly from 2021-2023 (2021 = 133; 2022 = 940; 2023 = 1628). This is notable because behavior referrals are significantly higher at Pueblo Academy of Arts than at other schools in Pueblo District 60. (Source: Tableau/Infinite Campus)



**Trend Direction:** Decreasing  
**Performance Indicator Target:** Disaggregated Growth

Academic Growth as measured by CMAS ELA and Math disaggregated median growth percentiles from 2019-2023 have significantly declined for Students with Disabilities as compared to other student sub-groups. This is notable because growth for Students with Disabilities used to be much higher than other student sub-groups, but recent data indicates that growth for Students with Disabilities is now significantly below that of other sub-groups. (Source: SPF)

### Additional Trend Information:

Pueblo Academy of Arts' academic and growth achievement has been inconsistent, as demonstrated by our School Performance Frameworks:

2013 SPF - Improvement Performance Rating (50.6 points)

2014 SPF - Turnaround Performance Rating (29.1 points)

2016 SPF - Improvement Performance Rating (43.3 points)

2017 SPF - Turnaround Performance Rating (28.6 points)

2018 SPF - Improvement Performance Rating (45.5 points)

2019 SPF - Improvement Performance Rating (45.2 points)

2022 SPF - Turnaround Performance Rating (32.1 points)

2023 SPF - Priority Improvement Rating (38.6 points)

During the 2020-2021 SY, Pueblo Academy of Arts did not have enough student participation in CMAS to provide an SPF performance rating. Local data was not included due it being the first year of implementing annual NWEA MAP Assessments.

### Priority Performance Challenges and Root Causes



### Priority Performance Challenge: ELA Academic Performance & Growth

Student academic achievement and growth in ELA are well below the state expectations.

#### Area of Focus: ELA growth



##### Root Cause: Lack of Lesson Internalization

Teachers do not consistently use lesson internalization processes when planning ELA lessons.

**Root Cause Category: Curriculum**



##### Root Cause: Lack of Student Cognitive Engagement

Teachers do not engage students in cognitively engaging activities for most of the ELA class.

**Root Cause Category: Instruction**



##### Root Cause: Lack of Content-Specific Instructional Strategies

Limited knowledge and implementation of effective content-based instructional strategies.

**Root Cause Category: Instruction**



##### Root Cause: Lack of Accountability & Feedback

There is not Individual/personal and systemic accountability to the established expectations.

**Root Cause Category: Teacher Development**



##### Root Cause: Lack of Embedded Professional Development

Lack of consistent embedded professional development for providing support to teachers in the implementation of effective Tier 1 strategies.

**Root Cause Category: Teacher Development**



### Priority Performance Challenge: Student Engagement and Support

Student behavior referral rates are high compared to other D60 schools and chronic absenteeism is high compared to pre-pandemic rates.

#### Area of Focus: School/District Culture



##### Root Cause: Ineffective Behavior Management Systems

There are inconsistent and ineffective behavior management systems in place.

**Root Cause Category: Behavior Systems**



**Root Cause: Ineffective Attendance Systems**

The school lacks a specific and coordinated plan to address chronic absenteeism including intervention, messaging, and follow-up.

**Root Cause Category: Student engagement systems**



**Root Cause: Improve Academic, Social, & Emotional Safety for Students**

Lack of knowledge and understanding in addressing the students' individual academic and social/emotional needs in creating a positive climate and culture for learning.

**Root Cause Category: Social-Emotional/Trauma-Informed**



**Root Cause: Lack of Support and Mentoring for Teachers**

Teacher support and mentoring is not provided in a timely manner.

**Root Cause Category: Teacher Development**



**Root Cause: Lack of Optimal Learning Environments**

School classrooms are not instructionally-rich, welcoming, or optimal learning environments for students.

**Root Cause Category: Social-Emotional/Trauma-Informed**

**Magnitude of Performance Challenges and Rationale for Selection:**



The aforementioned performance challenges have been identified as our major school-wide priorities based on survey data, academic and achievement data reports, and feedback provided by school stakeholders. CMAS data indicates low performance and growth for all students and subgroups in ELA. Academic planning based on text-analysis protocols and internalization processes is not established, and lesson delivery utilizing a variety of high-leverage engagement strategies and content-specific instructional strategies is not consistently implemented by ELA teachers.

Ineffective systems are in place to support student engagement in a positive school climate. Expectations must be clear, and procedures must be precise to develop effective schoolwide routines and systems supporting a safe, predictable, and positive school culture. The number of behavior referrals submitted last year was significantly higher than other schools in the school district, and our chronically absent student rates are significantly higher than pre-pandemic rates. These performance challenges negatively impact student academic achievement and growth.

**Magnitude of Root Causes and Rationale for Selection:**

**Root Cause Analysis:**



In developing Pueblo Academy of Art's 90-Day Plan, a school-based team convened to review and analyze pertinent data and engage in trend analysis. Through a collaborative conversation focused on analyzing current data, challenges and possible root causes were explored. Trends in the analysis process guided the team toward its identification of root causes. The team was careful to guide our conversation toward the "causes" that, if dissolved, would result in the elimination or substantially reduced performance challenges. We focused on problems that we could change and needed to change, as well as adult actions that might impede our students' achievement and growth. As in previous years, the team would all agree that identifying the root causes was the most difficult part of the task, as we focused only on the issues we could control.

### **Verification of the Root Cause:**

The Pueblo Academy of Arts 90-Day Plan team verified the root causes by analyzing academic and cultural indicators data, perception, and qualitative data provided by stakeholders. Primarily, the root causes were identified as programmatic and systemic.

The inconsistency in our School Performance Framework ratings indicates an inconsistent implementation of effective lesson planning and instructional strategies leading to rigorous instruction and, ultimately, student achievement and growth.

2013 SPF - Improvement Performance Rating (50.6 points)

2014 SPF - Turnaround Performance Rating (29.1 points)

2016 SPF - Improvement Performance Rating (43.3 points)

2017 SPF - Turnaround Performance Rating (28.6 points)

2018 SPF - Improvement Performance Rating (45.5 points)

2019 SPF - Improvement Performance Rating (45.2 points)

2022 SPF - Turnaround Performance Rating (32.1 points)

2023 SPF - Priority Improvement Rating (38.6 points)

Ultimately, the 90-Day Plan Team identified two Big Rocks that would be the focus of our improvement efforts. The first Big Rock aligns with the priority performance challenge of low academic achievement and growth in English Language Arts. The root causes identified include a lack of lesson internalization, a lack of opportunities for student cognitive engagement, a lack of content-specific instructional strategies, a lack of accountability and feedback, and a lack of embedded professional development. The second Big Rock aligns with the priority performance challenge of developing safe, supportive, and instructionally-rich learning environments. The root causes identified include an ineffective behavior management system, ineffective attendance systems, lack of accountability and feedback, lack of support and mentoring, and a lack of optimal learning environments for students.



# Action Plans

## Planning Form



### Internalize and Deliver Effective Literacy Lessons

**What will success look like:** ELA teachers utilize lesson internalization processes to develop daily lesson plans using a text-first approach to reading instruction. ELA teachers develop daily lesson plans aligned with the rigor of the curriculum resources and grade-level content standards. ELA teachers plan daily lessons for students that utilize various content-specific engagement strategies. ELA teachers develop daily lessons that keep students cognitively engaged for most of the class. ELA teachers routinely engage in collaborative lesson internalization and planning opportunities.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** It was found that there is a positive relationship between the quality of lesson planning and the quality of delivery. This substantiates the importance of lesson planning in teacher education, considering it a crucial area of prospective teachers' professional development. Quality lesson planning will, however, not necessarily mean automatic translation into successful implementation, making it imperative that teacher education supports teachers to make an informed transition from a lesson plan to its delivery.

**Strategy Category:** Research-based Instructional Practices

### Associated Root Causes:



#### Lack of Lesson Internalization:

Teachers do not consistently use lesson internalization processes when planning ELA lessons.



#### Lack of Content-Specific Instructional Strategies:

Limited knowledge and implementation of effective content-based instructional strategies.



#### Lack of Student Cognitive Engagement:

Teachers do not engage students in cognitively engaging activities for most of the ELA class.

**Lack of Accountability & Feedback:**

There is not Individual/personal and systemic accountability to the established expectations.

**Lack of Embedded Professional Development:**

Lack of consistent embedded professional development for providing support to teachers in the implementation of effective Tier 1 strategies.

**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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**Create effective systems leading to a safe, supportive, & welcoming environment**

**What will success look like:** All school stakeholders feel welcome and connected to the school through a sense of belonging at PAA. All students develop strong relationships with both staff and peers. All learning environments support students both academically, behaviorally, and socially.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Studies reveal a noteworthy correlation between learning environments and students' academic success. To ensure learners perform optimally, efforts should be made towards creating friendly learner, knowledge, assessment, and community-centered environments. SEL has been empirically tested, and research demonstrates positive trends in the academic and behavioral growth of students in schools within districts with systemic SEL approaches.

**Strategy Category:** Social Emotional Learning Supports

**Associated Root Causes:****Ineffective Behavior Management Systems:**

There are inconsistent and ineffective behavior management systems in place.



**Ineffective Attendance Systems:**

The school lacks a specific and coordinated plan to address chronic absenteeism including intervention, messaging, and follow-up.



**Lack of Support and Mentoring for Teachers:**

Teacher support and mentoring is not provided in a timely manner.



**Lack of Optimal Learning Environments:**

School classrooms are not instructionally-rich, welcoming, or optimal learning environments for students.

**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 Academic Performance & Growth**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** All students in all subgroups will attain a Mean Scale Score of 724.1 (Approaching) as measured by the 2024 School Performance Framework.

**2024-2025:** All students in all subgroups will attain a Mean Scale Score of 740.1 (Meets) as measured by the 2025 School

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**INTERIM MEASURES FOR 2023-2024:** Pueblo Academy of Arts 6th-grade students will attain a mean RIT score of 215 , 7th-grade students will attain a mean RIT score of 218, and 8th-grade students will attain a mean RIT score of 223 on the winter NWEA Reading assessment.

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**PERFORMANCE INDICATOR:** Academic Achievement (Status)

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**MEASURES / METRICS:** M

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ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** All students in all subgroups will attain a Mean Scale Score of 716.5 (Approaching) as measured by the 2024 School Performance Framework.

**2024-2025:** All students in all subgroups will attain a Mean Scale Score of 731.2 (Meets) as measured by the 2025 School Performance Framework.

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**INTERIM MEASURES FOR 2023-2024:** Pueblo Academy of Arts 6th-grade students will attain a mean RIT score of 226, 7th-grade students will attain a mean RIT score of 233, and 8th-grade students will attain a mean RIT score of 237 on the winter NWEA Math assessment.

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**PERFORMANCE INDICATOR:** Academic Growth

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**MEASURES / METRICS:** ELA

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ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** All students in all subgroups will attain a Median Growth Percentile of 50 as measured by the 2024 School Performance Framework.

**2024-2025:** All students in all subgroups will attain a Median Growth Percentile of 60 as measured by the 2025 School Performance Framework.

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**INTERIM MEASURES FOR 2023-2024:** 75% of students will meet their expected growth target on the winter and spring NWEA MAP Growth Assessments in Reading.

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**PERFORMANCE INDICATOR:** Academic Growth

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MEASURES / METRICS: M

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** All students in all subgroups will attain a Median Growth Percentile of 50 as measured by the 2024 School Performance Framework.

**2024-2025:** All students in all subgroups will attain a Median Growth Percentile of 60 as measured by the 2025 School Performance Framework.

**INTERIM MEASURES FOR 2023-2024:** 75% of students will meet their expected growth target on the winter and spring NWEA MAP Growth Assessments in Reading.



Priority Performance Challenge : Student Engagement and Support



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS:

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** Average Daily Attendance will increase by 5% as compared to the previous year.

**2024-2025:** Average Daily Attendance will increase by 5% as compared to the previous year.

**INTERIM MEASURES FOR 2023-2024:** Average daily attendance will increase month to month as evidenced by Tableau data reports.



PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** The total number of student behavior referrals submitted during the 2023-2024 SY will decrease by 10% or more as compared to the previous school year.

**2024-2025:** The total number of student behavior referrals submitted during the 2023-2024 SY will decrease by 10% or more as compared to the previous school year.

**INTERIM MEASURES FOR 2023-2024:** Behavior referrals will decrease, month to month as evidenced by Tableau data reports.



**PERFORMANCE INDICATOR:** Other

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** YouthTruth Domain: Emotional & Mental Health Support Survey - By June 2024, the percent of students who feel that the school has programs or services that can help them when they are feeling upset, stressed or having problems will increase by 5% (from 41% to 46%) as measured by Youth Truth survey data.

**2024-2025:** YouthTruth Domain: Emotional & Mental Health Support Survey - By June 2025, the percent of students who feel that the school has programs or services that can help them when they are feeling upset, stressed or having problems will increase by 5% (from 46% to 51%) as measured by Youth Truth survey data.

**INTERIM MEASURES FOR 2023-2024:** School-based Student Survey: During the 2023-2024 SY, students will be surveyed to determine if they feel that the school has programs or services that can help them when they are feeling upset, stressed or having problems. Our target is 45% of students answering positively to this student survey question. This should put us on a trajectory to reach our annual performance target.



**PERFORMANCE INDICATOR:** Other

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** Youth Truth Domain: Student Voice & Leadership - By June 2024, the percentage of students who think they have what it takes to be a leader in my school will increase by 5% (from 43% to 48%) as measured by YouthTruth survey data.

**2024-2025:** Youth Truth Domain: Student Voice & Leadership - By June 2025, the percentage of students who think they have what it takes to be a leader in my school will increase by 5% (from 48% to 53%) as measured by YouthTruth survey data.

**INTERIM MEASURES FOR 2023-2024:** School-based Student Survey: During the 2023-2024 SY, students will be surveyed to determine if they think they have what it takes to be a leader in my school. Our target is 45% of students answering positively to this student survey question. This should put us on a trajectory to reach our annual performance target.



## PERFORMANCE INDICATOR: Other

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### MEASURES / METRICS:

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#### ANNUAL PERFORMANCE TARGETS

**2023-2024:** YouthTruth Domain: Belonging and Peer Collaboration - By June 2024, the percent of students who feel like they are a part of the school community will increase by 5% (from 49% to 54%) as measured by YouthTruth survey data.

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**2024-2025:** YouthTruth Domain: Belonging and Peer Collaboration - By June 2025, the percent of students who feel like they are a part of the school community will increase by 5% (from 54% to 59%) as measured by YouthTruth survey data.

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**INTERIM MEASURES FOR 2023-2024:** School-based Student Survey: During the 2023-2024 SY, students will be surveyed to determine if they feel like they are part of the school community. Our target is 50% of students answering positively to this student survey question. This should put us on a trajectory to reach our annual performance target.

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