



Colorado's Unified Improvement Plan for Schools

Beulah Heights Elementary School UIP 2023-24 | **School:** Beulah Heights Elementary School | **District:** Pueblo City 60 | **Org ID:** 2690 | **School ID:** 0860 |
Framework: Turnaround Plan | **Draft UIP**

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Executive Summary



Priority Performance Challenges

- *Establishing a culture of high expectations for adults*



Root Cause

- Communication & Accountability
- Staff Expectations & Accountability
- Writing Processes
- Data Analysis
- Classroom Behavior Management
- Tier I instruction



Major Improvement Strategies

- Establishing a culture of high expectations for adults

- *Establishing a culture of high expectations for students*



- Student Engagement
- Classroom Management
- Student Behavioral Expectations
- Student SEL Needs.



- Establishing a culture of high expectations for adults
- Establishing a culture of high expectations for students

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

Staff Configuration: Beulah Heights consists of the following: One principal, Full time counselor, Two .5 Dean/ Coaches, and 13 classroom teachers. Classrooms equate to two teachers per grade level across grades except Kindergarten which has three teachers. The support staff consists of the following staff members: Three exceptional student services teachers for moderate needs and one for and Affective Needs program, .5 English as a Second Language instructor, Physical Education teacher, a Music teacher, a Science teacher, and a K-3 interventionist.

Support Services (Exceptional Student Services, English as a Second Language):

Beulah Heights provides specialized individual services in the area of English as a Second Language, Gifted and Talented, as well as Exceptional Student Services (SLD,

and ANS) for those students who have been identified. Each student that is identified has a tailored Individualized Education Plan that ensures the services are provided in direct alignment with the identified student educational goals.

Early Childhood Programs (Preschool & Kindergarten):

The staff at Beulah Heights believes in preventative intervention as a means for closing the achievement gap and therefore, works in collaboration with Early Childhood Department. Beulah Heights provides two full day preschool programs both support 4 year old students. This classrooms can serves 16 students each.

Student Demographics:

Student enrollment at Beulah Heights had seen a decline in students since 2015. On average from 2015- 2023 we have seen a decrease of approximately 10 students per year. This trend has remained as our current enrollment has decreased to approximately 250-260 students k-5. 75% of the student population at Beulah Heights are considered minority, 25% are White (non-Hispanic). Beulah Heights has remained stable between 87-93% free and reduced Lunch last year we saw a slight increase to 95% FRL. We have seen a steady increase in our schools mobility rate over the last three years from 11.6-18.2%. This increase in mobility rate creates a continued challenge in maintaining strong attendance rates. We have seen a slight decrease in attendance from 89% down to 85%. We continue to remain consistently 4 to 5% under the state average attendance.

English as a Second Language:

Our ESL population had seen a slight increase from 2018-2020 from 4%-7%. During the 2021-22 we decreased back to 4%, and in 22-23 continued a slight decrease to 3%. The native language for all ESL students is Spanish.

Student Discipline:

Over the last three years we have seen an increase in major referral events. In 2021 we had decreased to 30 major events. We believe this decrease was due to having smaller classes, and hybrid learning. In 2022 we increased to more traditional major referred events at 66, and saw a slight increase last year, 2023 to 74. We have continued to build structures around SEL and positive supports as an increase in student trauma has been identified as an ongoing trend. We believe these focuses will support student discipline.

Course Taking Patterns:

All students attend Music, Science and Physical Education. All students participate in differentiated supports: Extended studies, grade level support, below grade level support, or well-below grade level support. These grouping are based on progress monitoring support and assessment data.

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).

Beulah Heights saw a shift target areas. We had traditionally shown growth in math at a consistent level, and had prioritized literacy and writing as focus areas. The school wide implementation on writing systems began to strengthen at the beginning of 2023. CMAS and local data showed growth in writing across all tested grades. The shift was in the large decrease in math growth in 4th and 5th grade. Our priority coming out of the pandemic was on closing the instructional gaps of our scholars. We focused on remedial supports as so many scholars had fallen behind. Where we saw growth on skills we unintentional created gap as the rigor was lowered at grade level standards.

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

Our team made strong changes to support progress. We made new hires and shifted staff at the 3rd and 5th grades, and we took a team of seven staff to Uncommon Schools Standards institute to support grade level rigorous tier 1 instruction. This includes action steps to align with a more systemic approach for PLCs and data meetings with the supporting grade level rigor at all levels.

Current Performance

- State Data:

Beulah Heights was assigned a Turnaround plan for the 2023 initial plan assignments. Beulah Heights will be submitting a body of evidence request to reconsider the initial plan assignment based on a body of evidence for K-2 reading and math data.

READ plans:

2022-2023 132 students have been identified for a READ plan. Currently we are at 101 for 2023-2024 prior to the addition of any new Kindergarten students, or new students to Colorado.

IStation Reading Data:

During the 2022-2023 school year Beulah Heights began the year with 51% of students reading at level 1. By the end of the year, we saw a 8% reduction of Level 1 students.

IStation Math Data:

During the 2022-2023 school year Beulah Heights began the year with 55% of students in level 1 for math . By the end of the year, we saw a 17% reduction of Level 1 students.

DIBELS 22-23 K-3 data:

2022-23 Goal Setting - Individual Grades						
Grade	BOY % of students reading At/Above Benchmark	MOY % At/Above Benchmark Goal Range	Level of Progress Made at	EOY % At/Above Benchmark	EOY Outcome	Level of Progress Made
Kindergarten	29%	53-64	48%	63-77	53%	Below
1st Grade	33%	40-48	23%	47-53	29%	Below
2nd Grade	53%	54-58	51%	56-61	54%	Average
3rd Grade	25%	24-26	27%	25-29	24%	Average
4th Grade						
5th Grade						
Grades K-3	35%%	38-42	37%	48-54	42%	

2022-23 Goal Setting - Individual Grades						
Grade	BOY % of students reading Well Below Benchmark	MOY % Well Below Benchmark Goal Range	Level of Progress Made at MOY	EOY % Well Below Benchmark Goal Range	EOY Outcome	Level of Progress Made
Kindergarten	53%	19-30	36%	9-17	21%	Average
1st Grade	56%	46-52	68%	39-43	55%	Below
2nd Grade	43%	39-42	47%	31-34	34%	Above Average
3rd Grade	58%	49-52	60%	33-46	53%	Below
4th Grade						
5th Grade						
Grades K-3	53%	40-43	53%	30-34	42%	

Trend Analysis



Trend Direction: Decreasing then stable

Performance Indicator Target: Academic Achievement (Status)

The mean scale score in math decreased from in 722.6 in 2019 to 712.1 in 2022, then remained stable at 713.7 in 2023 as measured by CMAS Math. .



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

The mean scale score in math decreased from 721 in 2019 to 710.8 in 2022, then decreased to 704.2 in 2023 as measured by CMAS Math. .



Trend Direction: Stable

Performance Indicator Target: Academic Growth

According to the DIBELS Growth Tool. K-5 students reading at or above benchmark have made well above average progress in 2019-2023.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

CMAS median growth percentile for math decreased from 58 in 2019 to 43 in 202, then decreased to 22.5 in 2023.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Growth

CMAS median growth percentile for ELA increased from 29 in 2019 to 36.5 in 2022, then increased to 43 in 2023.

Additional Trend Information:

We did not include 2021 due to low participation. Last year was the first year of IStation implementation therefore we do not have any local trends.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Establishing a culture of high expectations for adults

Many of the processes that had been developed at Beulah Heights had declined in expectation over the last two years. The focus of closing the gap through remedial supports met some needs, however, did not allow for the strongest level of grade level rigor across contents. Through staff feedback, tracking of local academic and behavior data, along with the increase in student need, a reevaluation of all systems needs to take place. Beginning with communication systems, school schedules, classroom planning and data processes, and identification of academic areas of needed growth such as writing were identified.



Our priority is to establish or reestablish a culture of high expectations in all of the identified areas. For the students, desired outcomes will need to start as teacher driven systems, however, our priority is to establish the culture of high expectations for that will include students engaging deeply in learning, taking ownership of behaviors, and advocating positively in social situations.



Root Cause: Communication & Accountability

Lack of communication, follow-up, and accountability to established processes.



Root Cause: Staff Expectations & Accountability

Lack of consistent expectations to hold staff accountable to reestablishing academic, SEL, and behavioral systems. Raising the bar.



Root Cause: Writing Processes

Lack of systematic process for writing outside of short constructed responses.



Root Cause: Data Analysis

Lack of consistent time for focused staff planning and data dives.



Root Cause: Classroom Behavior Management

Inconsistent classroom behavior management systems



Root Cause: Tier I instruction

Instruction does not consistently align with the rigor of grade level standards to support student achievement and growth.

Root Cause Category: Instruction



Priority Performance Challenge: Establishing a culture of high expectations for students

Many of the desired outcomes will need to start as teacher driven systems, however, our priority is to establish the culture of high expectations for that will include students engaging deeply in learning, taking ownership of behaviors, and advocating positively in social situations.



Root Cause: Student Engagement

Lack of consistency in processes for student engagement.

Root Cause: Classroom Management



Lack of consistent communication processes for classroom management



Root Cause: Student Behavioral Expectations

Need to reestablishing student expectation via PBIS, AVID, and No Bully.



Root Cause: Student SEL Needs.

Increase in student SEL, academic, and behavior needs. Behavior referrals have plateaued and not shown a decrease.

Magnitude of Performance Challenges and Rationale for Selection:



Many of the processes that had been developed at Beulah Heights had declined in expectation over the last two years. The focus of closing the gap through remedial supports met some needs, however, did not allow for the strongest level of grade level rigor across contents. Through staff feedback, tracking of local academic and behavior data, along with the increase in student need, a reevaluation of all systems needs to take place. Beginning with communication systems, school schedules, classroom planning and data processes, and identification of academic areas of needed growth such as writing were identified. Our priority is to establish or reestablish a culture of high expectations in all of the identified areas. For the students, desired outcomes will need to start as teacher driven systems, however, our priority is to establish the culture of high expectations for that will include students engaging deeply in learning, taking ownership of behaviors, and advocating positively in social situations.

Magnitude of Root Causes and Rationale for Selection:



PTO, SILT, and MTSS team met to reflect. We took these reflections into our 90 day planning process. Once the 90 day plan was drafted we brought the plan back to our staff for feedback, continued reflection, and consensus on school initiatives, planning, and next steps. We also have begun the process of looking at each system through a tiered lens to identify systemic processes and responses to needs.

Action Plans

Planning Form



Establishing a culture of high expectations for adults

What will success look like: Focus and structure teaching in a clear and consistent way. Actively engage learners in their learning from the start of every lesson. Use assessment for learning to reinforce learning and support reflection and target-setting. Have high expectations of each pupil's effort and achievement. We believe that this will provide opportunities for higher achievement, and students investing in a safe learning environment. Along with consistent processes of planning, data tracking, and management for all teachers.

Describe the research/evidence base supporting the strategy and why it is a good fit: There is research to support that there is a positive relationship between the quality of lesson planning and the quality of delivery. This substantiates the important place lesson planning should have in teacher education, considering it as a crucial area of prospective teachers' professional development. At Beulah Heights, expectations around lesson planning will enhance the experience for our students and lead to increased student achievement.

Strategy Category:

Associated Root Causes:



Standards-based instruction:

Inconsistent delivery of standards-based instruction



Tier I instruction:

Instruction does not consistently align with the rigor of grade level standards to support student achievement and growth.



Staff Expectations & Accountability:

Lack of consistent expectations to hold staff accountable to reestablishing academic, SEL, and behavioral systems. Raising the bar.



Data Analysis:

Lack of consistent time for focused staff planning and data dives.



Writing Processes:

Lack of systematic process for writing outside of short constructed responses.

**Targeted Interventions:**

Lack of targeted interventions for identified students based on specific reading deficits, as well as, differentiated small group instruction within the classroom.

**Student Engagement:**

Lack of consistency in processes for student engagement.

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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**Establishing a culture of high expectations for students**

What will success look like: Many of the desired outcomes will need to start as teacher driven systems, however, our priority is to establish the culture of high expectations for that will include students engaging deeply in learning, taking ownership of behaviors, and advocating positively in social situations.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research shows that schools are effective learning environments when they not only deliver high quality curricula through effective instruction, but also provide a safe, predictable, consistent and supportive social climate. In an ideal school, all students want to come to school, interact constructively with each other, view adults as supportive instructors and mentors, engage with passion in academic activities, and build the academic and social competence needed to be successful adults. Problem behaviors such as aggression, non-compliance, threats, taunts, theft, social withdrawal, disengagement, and property destruction are barriers to an effective learning community. Problem behaviors interfere with the learning of the student performing those behaviors. Beulah Heights is committed to provide an effective learning environment to support all students.

Strategy Category:

Associated Root Causes:

Response to Intervention:



Response to Intervention (Rtl) has been focused on behavioral support. Lack of process to provide a multi-tiered continuum of student supports in the areas of academics and social/emotional that meets the needs of individual students.



Student Behavioral Expectations:

Need to reestablishing student expectation via PBIS, AVID, and No Bully.



Student Engagement:

Lack of consistency in processes for student engagement.



Student SEL Needs.:

Increase in student SEL, academic, and behavior needs. Behavior referrals have plateaued and not shown a decrease.

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

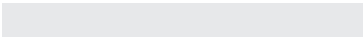


Priority Performance Challenge : Establishing a culture of high expectations for adults



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M



ANNUAL
PERFORMANCE
TARGETS

2023-2024: 75% or more of students will have moderate or high growth in Reading as measured by Istation.

2024-2025: 75% or more of students will have moderate or high growth in Reading as measured by Istation.

INTERIM MEASURES FOR 2023-2024: Monthly Rate of Improvement as measured by ISIP.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 75% or more of students will have moderate or high growth in Reading as measured by Istation.

2024-2025: 75% or more of students will have moderate or high growth in Reading as measured by Istation.

INTERIM MEASURES FOR 2023-2024: Monthly Rate of Improvement as measured by ISIP.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Decrease the % of students reading at Level 1 by 50% as measured by Istation.

2024-2025: Decrease the % of students reading at Level 1 by 50% as measured by Istation.

INTERIM MEASURES FOR 2023-2024: Monthly ISIP in Reading in grades K-5.



Priority Performance Challenge : Establishing a culture of high expectations for students



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase the mean scale score for all students and subgroups to 722.3 as measured by CMAS ELA.

2024-2025: Increase the mean scale score for all students and subgroups to 739.5 as measured by CMAS ELA.

INTERIM MEASURES FOR 2023-2024: Monthly ISIP in Reading.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Decrease the % of K-3 Student reading at or above grade level on Istation Reading BOY by 50%.

2024-2025: Decrease the % of K-3 Student reading at or above grade level on Istation Reading BOY by 50%.

INTERIM MEASURES FOR 2023-2024: Monthly ISIP in Reading.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase the % of K-3 Student reading at or above grade level on Istation Reading from BOY by 50%.

2024-2025: Increase the % of K-3 Student reading at or above grade level on Istation Reading from BOY by 50%.

INTERIM MEASURES FOR 2023-2024: Monthly ISIP Reading.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase the mean scale score for all students and subgroups to 719.5 as measured by CMAS Math.

2024-2025: Increase the mean scale score for all students and subgroups to 734.3 as measured by CMAS Math.

INTERIM MEASURES FOR 2023-2024: Montly ISIP in Math.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase the MGP for all students and subgroups to 50 in ELA as measured by the Colorado Growth Model.

2024-2025: Increase the MGP for all students and subgroups to 65 in ELA as measured by the Colorado Growth Model.

INTERIM MEASURES FOR 2023-2024: Monthly Rate of Improvement as measured by ISIP



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase the MGP for all students and subgroups to 50 in Math as measured by the Colorado Growth Model.

2024-2025: Increase the MGP for all students and subgroups to 65 in Math as measured by the Colorado Growth Model.

INTERIM MEASURES FOR 2023-2024: Monthly Rate of Improvement as measured by ISIP