

Colorado's Unified Improvement Plan for Schools

Woodland Park High School UIP 2023-24 | School: Woodland Park High School | District: Woodland Park Re-2 | Org ID: 3020 | School ID: 9696 |
 Framework: Performance Plan | Draft UIP

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Executive Summary



Priority Performance Challenges

- *Academic Achievement in EBRW as evidenced by the SAT Suite of Standardized Exams*



Root Cause

- Curriculum alignment and Proficiency Scales aligned to Standards
- Standards Based Grading
- Multiple Opportunities for Students to Demonstrate Mastery on Standards
- Executive Skill Development



Major Improvement Strategies

- Curriculum alignment to the PSAT/SAT benchmarks.

- *Academic Achievement in MATH as evidenced by the SAT Suite of Standardized Exams*



- Multiple Opportunities for Students to Demonstrate Mastery on Standards
- Curriculum alignment and Proficiency Scales aligned to Standards
- Standards Based Grading
- Executive Skill Development

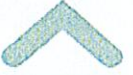


- Curriculum alignment to the PSAT/SAT benchmarks.

- *Academic Growth of subgroup (Students with Disabilities)*



- Poor executive skills



- Improve Executive Functioning Skills

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

Woodland Park High School was assigned a Performance Plan as part of the state accreditation system. The high school serves approximately 530 students with a comprehensive curriculum. We offer a variety of elective courses to help support the goal of providing a well-rounded education. Ethnic breakdown of our student population consists of 77.57% white and 22.43% minority. As we begin the 2023-24 school year 11.5% of WPHS students have an active IEP.

As a companion to the extended effort to shift from traditional methods of learning and analysis of student learning toward standards-based learning and grading, the school worked substantially during the last five years with Robert Marzano and Marzano Resources. After significant progress, the school felt ready to seek Award Status within the Marzano Group as a High Reliability School. The linear achievement levels (1-5) of the HRS process begins with attainment and recognition as a Safe and Collaborative School. WPHS is proud to acknowledge that Marzano Resource Group has branded Woodland Park High School as a Level 1 Awarded School. Throughout the 23-24 school year, WPHS will be seeking Level Two endorsement (Effective Teaching in Every Classroom). The school is confident in its readiness for being recognized as such.

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).

WPHS met the performance indicator targets in median growth for both Math and EBRW on both the PSAT and SAT performance metrics. Currently, the class of 2024 has 67% meeting the EBRW performance target and 54% meeting the Math performance target.

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

Continuation of growth targets for the 2025, 2026 and 2027 cohorts.

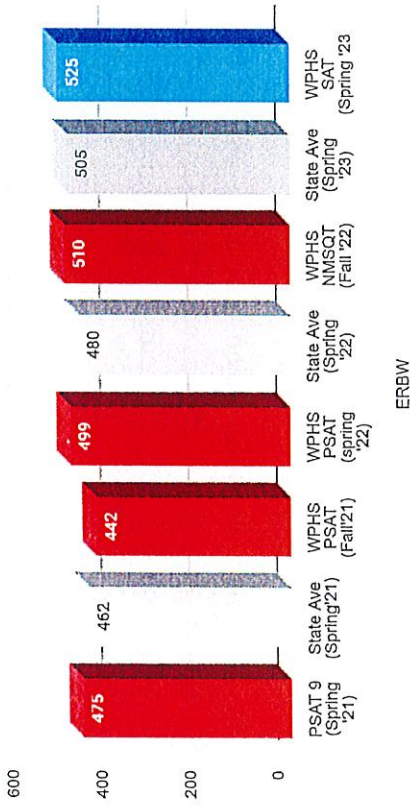
Current Performance

- Achievement in EBRW (Evidence Based Reading and Writing): Overall scores in Evidence Based Reading and Writing are improving, especially within each cohort, over time (9th, 10th, 11th grades). Correlative score growth within the College Board SAT Suite of tests give us significant data points of evidence for that growth. We have particular concern regarding students who are at-risk (free and reduced) in not only test scores, but also exhibit attendance problems, course completion, graduation rate, etc. Previous concerns regarding students who chose "remote learning options" during the 2020-2021 proved not to be an issue as student overall performance continued to rise. The two year growth data for the class of 2024 proved conclusively that student achievement within and across cohorts continued overall improvement.

Achievement in Math: Overall scores in Math are improving, especially within each cohort, over time (9th, 10th, 11th grades). Correlative score growth within the College Board SAT Suite of tests give us significant data points of evidence for that growth. We have particular concern regarding students who are at-risk (free and reduced) in not only test scores, but also exhibit attendance problems, course completion, graduation rate, etc. The class of 2024 shows significant, consistent growth.

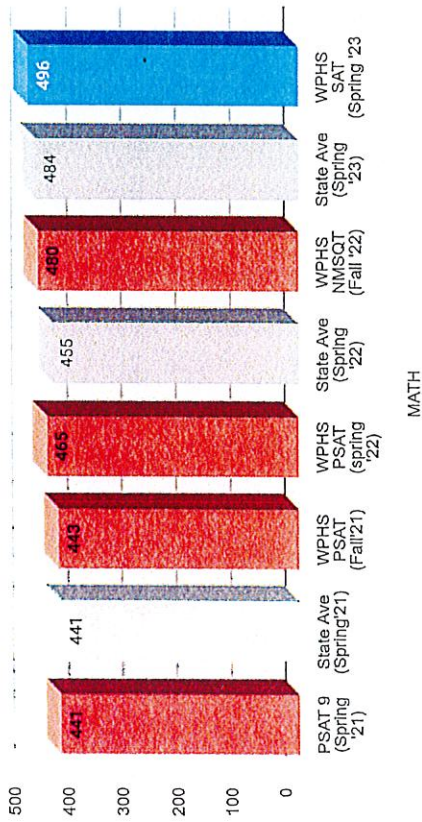
Growth in EBRW:

Class of '24 ERBW Growth and State Comparison



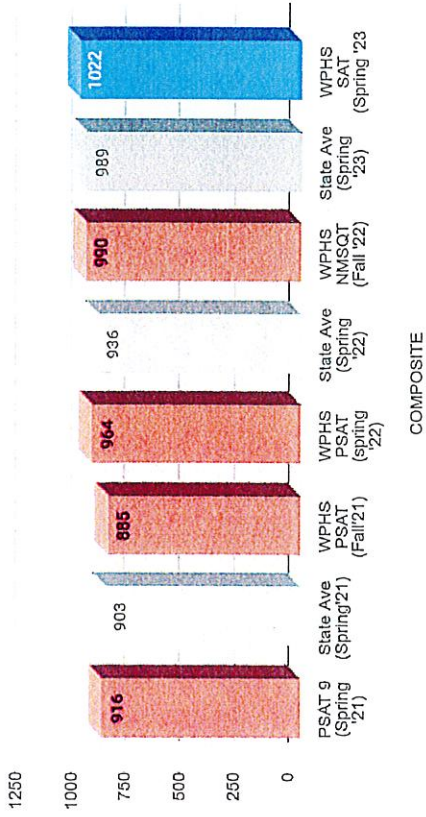
Growth in Math:

Class of 2024 MATH Growth and State Comparison



Composite

Class of '24 Composite Growth and State Comparison



Additional Trend Information:

Now that we have centered our analysis within cohort data from the College Board SAT suite of tests, (Class of '24, '25, '26, etc) we can readily recognize trend data within each group (and across groups) over time. Correlative data points stemming from a standardized test that is widely recognized as an exemplar of student readiness for post-secondary life is significant data within Woodland Park Schools. We are consistently establishing it as significant data across the community.

Trends: Our analysis shows steady growth within cohorts across the correlative data in EBRW and Math using the College Board suite of tests. As well, across cohorts, achievement continues to rise. For instance, 9th and 10th grade EBRW and Math mean scores are "higher than the class in front of them" at the same point in time. And within each class cohort, EBRW and Math scores climb with each year and each new exam.

- Cohort 2024:
 - EBRW 11th SAT 525 mean; 10th PSAT 499 mean; 9th PSAT 475 mean
 - MATH 11th SAT 496 mean; 10th PSAT 465 mean; 9th PSAT 441 mean
- Cohort 2025
 - EBRW 10th PSAT (spring) 460 mean; 10th practice PSAT 10 342 mean (fall score); 9th PSAT (spring) 308
 - MATH 10th PSAT (spring) 438 mean; 10th practice PSAT 10 433 mean (fall score); 9th PSAT (spring) 402
- Cohort 2026
 - EBRW 9th PSAT (spring) 477 mean; 9th practice PSAT (fall) 350 mean

- MATH 9th PSAT (spring) 460 mean; 9th practice PSAT (fall) 448 mean

Where previously we were well behind the state averages in each cohort., we are now above the state average in each cohort. A new challenge for us is to remain there, and continue to grow at a rate greater than the state's growth.

SAT Suite (Princeton Review, PSAT/NMSQT, SAT) shows upward trend in achievement and growth over the last five consecutive years. Class Cohort data within this suite shows significant growth overall. Minority subgroups are performing at or above the same rate of improvement of the whole group. Concerns still exist within certain sub-groups (ie: FRL, SPED).

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement in EBRW as evidenced by the SAT Suite of Standardized Exams

WPHS will increase mean scores within cohort groups at a rate that is equal to or greater than the state's average growth. WPHS cohort 2024 has 67% of its students meeting the graduation benchmark (career and college readiness standard) in EBRW. WPHS cohort 2025 has 71% of its students meeting the graduation benchmark (career and college readiness standard) in EBRW as evidenced by PSAT projection. WPHS will increase the percentage (by 5% each year) of students each year who meet the career and college readiness standards (as set by the State of Colorado - graduation requirement).

Area of Focus: English/Language Arts

Root Cause: Curriculum alignment and Proficiency Scales aligned to Standards



Woodland Park High School is continuing our focus on aligning Standards and detailed Proficiency Scales using the Marzano Critical Concepts throughout the building with an intense focus on core classes. We have strong evidence that our previous work in this area is paying dividends in student outcomes. Previously, not having a guaranteed and viable curriculum was a major root cause of poor academic performance. WPHS has worked hard for three years now at fixing this deficiency.

Root Cause: Standards Based Grading



Previously, students were able to pass classes without actually meeting proficiency on standards. Students will now receive an A, B, C or Not Yet giving more time for students to learn and demonstrate proficiency. Students can continue working to master content throughout the school year and into the summer time-period. This extended school year allows students the additional time necessary to understand content and skills at a deeper level.

Root Cause: Multiple Opportunities for Students to Demonstrate Mastery on Standards



The high school will have structures in place for students to demonstrate proficiency of core concepts through clearly identified standards in each course, targeted remediation in specific skills, extended time to meet specified proficiencies, etc. We learned during our Covid experience (via Remote learning) that students were limited in their differentiated opportunities to meet standards in different ways that were more available to them. Returning to learn in-person has revitalized our efforts to expand the methods for demonstration of mastery (which was our plan all along).



Root Cause: Executive Skill Development

The high school will focus on development of individual responsibility to increase self-directed learning by using transparent platforms which track progress and completion of standards through mentoring and developing Habits of Success.



Priority Performance Challenge: Academic Achievement in MATH as evidenced by the SAT Suite of Standardized Exams

WPHS will increase mean scores within cohort groups at a rate that is equal to or greater than the state's average growth. WPHS cohort 2024 has 43% of its students meeting the graduation benchmark (career and college readiness standard) in MATH. This is an increase of 5% as compared to the class of 2023 and a 21% increase compared to the class of 2024 when they were sophomores (PSAT). WPHS cohort 2025 has 43% of its students meeting the graduation benchmark (career and college readiness standard) in MATH (PSAT 10). We fully expect the class of '25 to hit the 50% benchmark on their PSAT exam this spring. WPHS will increase the percentage (by 5% each year) of students each year who meet the career and college readiness standards (as set by the State of Colorado - graduation requirement).

Area of Focus: Math



Root Cause: Multiple Opportunities for Students to Demonstrate Mastery on Standards

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Root Cause: Executive Skill Development



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Priority Performance Challenge: Academic Growth of subgroup (Students with Disabilities)

Students with disabilities are more than 10% lower than all students. This gap must decrease.

Area of Focus: Math growth



Root Cause: Poor executive skills

Students are inconsistent in their homework completion as well as their ability to study math. Lack of scaffolding student ownership and responsibility.

Magnitude of Performance Challenges and Rationale for Selection:



One of the WPSD end statements relates to academic achievement as measured against the state average in all tested areas. At WPHS we will measure students in English or math focusing our efforts on the achievement and growth using correlative scores from the SAT Suite of standardized exams. Our singular goal is to have our graduates Career and College ready. The State of Colorado defined CACR for the entire state when it established the class of 2021 Graduation Standards (470 EBRW and 500 Math - on the SAT). We correlate all of our percentages and "cut scores" locally using those two thresholds (regardless of which SAT suite test we're giving).

Magnitude of Root Causes and Rationale for Selection:



Over the past few years, a great deal of analysis of our current state including a District Strategic Plan, parent meetings, staff included some of the following:

- Grades didn't reflect learning... Students passing classes, but not really learning/understanding
- Standards weren't identified or used across courses (vertically, horizontally)
- Differentiated expectations

- Students expect a customized experience, the 21st Century Learner doesn't fit with 20th century methodologies
- Lack of transfer to real world application
- District Strategic Plan (involved input from all stakeholders)

The staff and parents have worked hard over the past five years to transform and understand.....

Action Plans Planning Form



Curriculum alignment to the PSAT/SAT benchmarks.

What will success look like: Math curriculum in grades 9-12 will all be realigned to meet the state standards and the PSAT/SAT. Each course will modify the pacing guide and link instructional strategies from the textbook and outside resources.

Describe the research/evidence base supporting the strategy and why it is a good fit: Marzano Research Group identifies that a foundational element for all students to succeed is a Guaranteed and Viable Curriculum.


Strategy Category:

Associated Root Causes:

Curriculum alignment and Proficiency Scales aligned to Standards:

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Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Pacing guide	Modified pacing guides for each course.	08/20/2021 06/01/2025 Monthly	PLC facilitators, IRT, Administration.	In Progress
 Curricular Alignment	Course in the 9-11 grade will be aligned to state standards and PSAT/SAT	08/20/2021 06/01/2025 Monthly	PLC facilitators, IRT, Administration	Met
 Standards Based Learning & Grading	Implementation of Marzano's Proficiency Scales articulation of Critical Concepts for all core classes. Implementation of standards based grading in core classes. Development of Marzano Proficiency Scales for non-core classes.	08/20/2021 06/01/2025 Quarterly	Admin, All Certified Staff	Met
 Increased Instructional Time Math Lab	Increased Instructional Time (SPED target group) IReady scores and SAT scores	08/23/2023 06/01/2025 Quarterly	Math Instructors, Admin	
Action Steps Associated with MIS				
 Name	Description	Start/End Date	Resource	Key Personnel
 Implementation of Standards Based Grading	Training and development time for core certified staff and admin to implement standards based grading.	08/19/2021 06/01/2024	Training and work time	Admin and Certified Staff
				In Progress



Marzano's

Proficiency Scales
Implementation

Training and work time provided to align core curriculum to
Proficiency Scales

08/20/2021
06/20/2024

Training from
Marzano, work
days for staff

Admin and
Certified staff

In Progress



Increased
Instruction Time
(Targeted group -
Math Lab)

Increased Instructional time for target group (SPED). Math Lab

08/23/2023
06/01/2025

Math instructors -
IReady curriculum
interventions

Admin, Math
Instructors



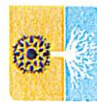
Academic growth in students qualified for Free/Reduced lunch.

What will success look like: Strategies to address the poverty of students will be identified and implemented in each course.

Associated Root Causes:

Student Engagement:

Student engagement is low within the classes. The "why" is not well developed within classrooms. Teaching styles have not evolved with the needs of incoming students. (Technology, collaboration, etc) All students have been provided with one-one technology which immediately eliminates the access gap to a guaranteed and viable curriculum and all of the resources that have been built within the Summit Platform for learning (core classes) at the 9th and 10th grade levels. as well as within the Google Classroom for students in all other curriculum areas and grade levels. Much time, budget and effort has been spent in teaching faculty staff development to understand Generation Z as well as poverty and its impact.



Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Instructional Strategies

Strategies will be identified to address the implications of poverty on student learning.

06/01/2018
05/25/2020
Monthly

IRT, Administration

Met

Action Steps Associated with MIS

Name Description



Using our MTSS model, staff will analyze data and adjust programming for students as needed.

08/20/2018
05/25/2020

Local

Administration,
IRT, PLC
facilitators.

Complete

Book Study



Improve Executive Functioning Skills

What will success look like: Subgroup (students with disabilities) performance gap will decrease by a minimum of 5% each year.

Describe the research/evidence base supporting the strategy and why it is a good fit: The strategy is increased math instruction time (Math Lab) targeting this subgroup.

Strategy Category: Targeted Student Academic Supports

Associated Root Causes:



Poor executive skills:

Students are inconsistent in their homework completion as well as their ability to study math. Lack of scaffolding student ownership and responsibility.

Implementation Benchmarks Associated with MIS

IB Name Description

Start/End/
Repeats

Key Personnel

Status

Action Steps Associated with MIS

Name Description

Start/End Date

Resource

Key Personnel

Status

School Target Setting



Priority Performance Challenge : Academic Achievement in EBRW as evidenced by the SAT Suite of Standardized Exams



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2023-2024: WPHS will increase the EBRW average mean score at a rate that is equal to or greater than the state's growth using the SAT data for each cohort (2024, 2025, 2026, 2027). WPHS will increase the percentage of students (by 5%) meeting the Career and College Readiness standard as set forth by the State of Colorado (470 EBRW) within each cohort.

ANNUAL
PERFORMANCE
TARGETS

2024-2025: WPHS will increase the EBRW average mean score at a rate that is equal to or greater than the state's growth using the SAT data for each cohort (2024, 2025, 2026, 2027). WPHS will increase the percentage of students (by 5%) meeting the Career and College Readiness standard as set forth by the State of Colorado (470 EBRW) within each cohort.

INTERIM MEASURES FOR 2023-2024:



Priority Performance Challenge : Academic Achievement in MATH as evidenced by the SAT Suite of Standardized Exams



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2023-2024: WPHS will increase the MATH average mean score at a rate that is equal to or greater than the state's growth using the SAT data for each cohort (2022, 2023, 2024, 2025). WPHS will increase the PERCENTAGE of students (by 5%) meeting the Career and College Readiness standard as set forth by the State of Colorado (500 MATH) within each cohort.

ANNUAL
PERFORMANCE
TARGETS

2024-2025:

INTERIM MEASURES FOR 2023-2024:



Priority Performance Challenge : Academic Growth of subgroup (Students with Disabilities)