



Colorado's Unified Improvement Plan for Schools

Elizabeth High School UIP 2023-24 | School: Elizabeth High School | District: Elizabeth School District | Org ID: 0920 | School ID: 2608 | Framework: Performance Plan |

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action and Progress Monitoring Plans

Executive Summary



Priority Performance Challenges

- Academic Growth

- Improve Matriculation



Root Cause

- Lack of curriculum

- Lack of direction



Major Improvement Strategies

- Curriculum and System changes

- Improving Opportunities

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

Improvement Plan Information

Additional Information about the School

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Elizabeth High School, in Elizabeth, CO. is a rural school just 45 minutes from downtown Denver and one hour from Colorado Springs. This unique setting has led to a diverse group of students and parents for the school community. As a 'bedroom community' of these two cities, many of our parents live here and work in the metro areas. This, coupled with a rich history of ranching and a rural background makes the school look to different avenues for all of our students. The focus had been one of college readiness, but only 55% of students actually attended some form of post-secondary education institution. Those students that did really want to pursue this path were successful, as EHS has produced two Boetcher Scholars and two National Merit Semifinalists in the last 8 years. And our academic achievement on the SPF is meeting standards. But our academic growth is not where we would like it to be, hence it will be a goal for us as we move forward.

At the current time Elizabeth High School is coming out of the Homegrown Talent Initiative (HTI) grant. This grant allowed the school to expand career minded opportunities. Additional courses, staff and facilities were added, with the hopes of giving more students opportunities to prepare for life after high school. While EHS is meeting Post Secondary and Workforce readiness on the SPF, matriculation rates are only approaching standards. We want to boost those numbers so we are meeting or exceeding standards in the future.

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).

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

Current Performance

- Looking at PSAT scores for Academic Achievement, we are meeting standards. Some subsets (students with disabilities in English), and Free/reduced, minority students and students with disabilities are approaching or do not meet in math. On the whole the building meets standards for reading and writing and math with the Colorado PSAT.

An area of focus will be Academic Growth: In reading and writing, as well as math on the Colorado PSAT, EHS is merely approaching standards.

Once we have identified the students who need the greatest assistance, we should be able to move from approaching to meeting standards by providing additional assistance.

Additional Trend Information:

Students with disabilities on the PSAT EBRW did not meet standards for 2022. Mean score was 402.6, while non-IEP students were at 464.3. For math the mean score on the PSAT was 397, while others were at 432 and 437 respectively. These numbers, combined with concerns regarding growth have led us to focus on Academic Growth this school year.

Growth on the PSAT EBRW have been trending down from 2019 to 2022 for students in the 11th grade. Numbers show a drop from 86.3% growth in 2019 to 75% in 2022. No data is available for students on IEP's, but the scores from achievement lead us to believe there may be a trend here, especially since the mean score has gone down from 2019 to 2022. Growth rates in math on the PSAT have also trended down. 11th grade students trended down from 86.3% to 75%.

Matriculation rates have remained fairly stable, at 52% for the past two years, but the numbers going to 2 year schools and CTE Institutes is not as high as they should be. (2-year 9% and CTE 9% for 2021).

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Academic Growth

We need to address the lack of growth on the PSAT/SAT in both the math and English areas.



Root Cause: Lack of curriculum

In the spring of 2022 we discovered the curriculum many of our special education students was using, in the special education classrooms, was not rigorous. We made adjustments this year to get these students into regular education classrooms with additional support and modifications. In addition, our math was not where we wanted it to be to get students thinking more about math. We have completely altered the math curriculum for incoming 9th grade students, as well as for students who have traditionally struggled with math. These curriculum changes will follow our students as we add additional levels every year.



Priority Performance Challenge: Improve Matriculation

We need to improve the number of students moving on to post-secondary opportunities.



Root Cause: Lack of direction

Our earlier models for helping students make decisions about their post-high school lives was not coordinated. With the addition of new courses, expanded internships, new certificate opportunities, we are solidifying the conversations, direction and expectations of our students.

Magnitude of Performance Challenges and Rationale for Selection:



Academic Growth has been an area of need, even though we meet Academic Achievement. It makes sense that while we are meeting achievement, we should be able to move students in the growth area as well.

With the additional courses, certification opportunities, internships, concurrent enrollment classes and an emphasis on life after high school, we should be able to increase our matriculation numbers.

Magnitude of Root Causes and Rationale for Selection:



The selection of curriculum as a root cause stemmed from our conversations about student learning from the spring of 2022. We realized our students were not engaged with the regular curriculum because special education students were learning most of their core in the special education classroom, and not in the regular education setting. Once we began examining the curriculum, and the performance those students exhibited on local, state and national exams, we realized we need to change how all of our students interacted with the curriculum we were using. This has led us to overhaul our math curriculum for a more integrated approach and provide co-teaching classrooms for our students who have struggled.

Matriculation issues were identified through student surveys attempting to understand their post-high school plans, and why they were made. We discovered many of our students did not know the opportunities that really existed beyond high school. As such, we have placed more emphasis in all of our classes, and especially in our Cardinal Ground School class, to get them thinking about future plans. This also provided us with more opportunities to discuss options with students in a variety of ways and expose them to career paths they may not have known about.

Additional Narrative / Conclusion

Elizabeth High School is performing well on the whole. We do need to enhance student growth in the areas of math and English, and improve our matriculation rates as they relate to career and college readiness. By making systemic changes to placing students in classes, eliminating under performing courses, implementing co-teaching for our special education students, improving our math curriculum and expanding career awareness, certifications, internships and concurrent enrollment opportunities should allow the school to meet our goals.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Curriculum and System changes

Describe what will success look like: Improved student performance on PSAT and SAT.

Describe the research/evidence base supporting the strategy: Offering courses that are co-taught by general education and special education teachers will allow for more assistance for all of our students in these classes. This will especially assist students on IEP's who had traditionally learned content in special education classes.

Strategy Category:


Associated Root Causes:

Lack of curriculum:




In the spring of 2022 we discovered the curriculum many of our special education students was using, in the special education classrooms, was not rigorous. We made adjustments this year to get these students into regular education classrooms with additional support and modifications. In addition, our math was not where we wanted it to be to get students thinking more about math. We have completely altered the math curriculum for incoming 9th grade students, as well as for students who have traditionally struggled with math. These curriculum changes will follow our students as we add additional levels every year.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 All students in	We will enroll 100% of students who are not making growth or benchmarks in courses that will help them achieve the growth we	09/27/2022 05/12/2023	counselors, special education staff	

proper courses desire.

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Check student schedules of those below benchmarks.	We will implement the new CPM math program, and ensure all students who are below benchmarks, especially students on IEP's, are in classes designed to add more support in English and math.	09/27/2022 05/12/2023	CPM curriculum, special education staff.	Special education teachers, math teachers, counselors, principal.	



Improving Opportunities

Describe what will success look like: More students enrolled in concurrent enrollment courses on campus, as well as internships and certification areas.

Describe the research/evidence base supporting the strategy: In 2021-22 we began offering more concurrent options in the building. The options were limited, but roughly 60 students took advantage of the opportunity. This year we expanded those offerings and had over 120 students enroll. We believe having these options will get more students to think about post high school plans that will include secondary school options like CTE programs and college of some sort.

Strategy Category:

Associated Root Causes:



Lack of direction:

Our earlier models for helping students make decisions about their post-high school lives was not coordinated. With the addition of new courses, expanded internships, new certificate opportunities, we are solidifying the conversations, direction and expectations of our students.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status



We will add new concurrent enrollment and certification classes, as well as expand internship opportunities.

09/27/2022

05/12/2023

Counselors, principal

Add new courses

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 New Course Development	Working with our community college partners, existing staff and counselors, we will add additional concurrent enrollment courses and courses in which students can earn certificates.	09/27/2022 05/12/2023	Community college partners, grant funding, local business leaders.	Counselors, select teachers, principal.	

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Academic Growth



Priority Performance Challenge : Improve Matriculation