**Colorado’s Unified Improvement Plan for Schools for 2013-14**

Organization Code: 9035 District Name: CENTENNIAL BOCES School Code: 3997 School Name: INNOVATIVE CONNECTIONS HIGH SCHOOL SPF Year: -

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school’s performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school’s data in **blue** text. This data shows the school’s performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | 2012-13 Federal and State Expectations | 2012-13 School Results | Meets Expectations? |
| **Academic Achievement (Status)** | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science**Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data | R | Elem | MS  | HS | Elem | MS | HS | Overall Rating for Academic Achievement:-\* Consult your School Performance Framework for the ratings for each content area at each level. |
| - | - | - | - | - | - |
| M | - | - | - | - | - | - |
| W | - | - | - | - | - | - |
| S | - | - | - | - | - | - |
| **Academic Growth** | Median Growth Percentile**Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency.**Expectation:** If school met adequate growth, MGP is at or above 45.If school did not meet adequate growth, MGP is at or above 55.For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50. | R | Median Adequate Growth Percentile (AGP) | Median Growth Percentile (MGP) | Overall Rating for Academic Growth:-\* Consult your School Performance Framework for the ratings for each content area at each level. |
| Elem | MS | HS | Elem | MS | HS |
| - | - | - | - | - | - |
| M | - | - | - | - | - | - |
| W | - | - | - | - | - | - |
| ELP | - | - | - | - | - | - |

**Student Performance Measures for State and Federal Accountability (cont.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | 2012-13 Federal and State Expectations | 2012-13 School Results | Meets Expectations? |
| **Academic Growth Gaps** | Median Growth Percentile**Description:** Growth for reading, writing and math by disaggregated groups.**Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45.If disaggregated groups did not meet adequate growth, MGP is at or above 55. | See your School Performance Frameworkfor listing of median adequate growth expectations for your school’s disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient. | See your School Performance Frameworkfor listing of median growth by each disaggregated group. | Overall Rating for Growth Gaps:-\* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. |
| **Postsecondary & Workforce Readiness** | Graduation Rate**Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above | Best of 4-year through 7- year Grad Rate | - | Overall Rating for Postsecondary & Workforce Readiness: - |
| - using a - year grad rate |
| Disaggregated Graduation Rate**Expectation:** At 80% or above on the disaggregated group’s best of 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above for each disaggregated group | See your School Performance Frameworkfor listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs. | - |
| Dropout Rate **Expectation:** At or below state average overall. | - | - | - |
| Mean Colorado ACT Composite Score **Expectation:** At or above state average. | - | - | - |

**Accountability Status and Requirements for Improvement Plan**

|  |  |  |
| --- | --- | --- |
| **Summary of School Plan Timeline**  | October 15, 2013 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.  |
| January 15, 2014 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
| April 15, 2014 | The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp>.  |

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
| **State Accountability** |
| Plan Type Assignment | Plan type is assigned based on the school’s overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness). | Insufficient State Data  | Insufficient State Data – This report will be re-populated once the district has assigned a plan type for the school through the School Accreditation process. |
| **ESEA and Grant Accountability** |
| Title I Focus School | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School | This school is not identified as a Focus School and does not need to meet those additional requirements. |
| Tiered Intervention Grant (TIG) | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE. | Not awarded a TIG grant | This school does not receive a TIG grant and does not need to meet those additional requirements. |
| Colorado Graduation Pathways Program (CGP) | The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program. | Not a CGP Funded School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

**Section II: Improvement Plan Information**

**Additional Information about the School**

|  |
| --- |
| Comprehensive Review and Selected Grant History |
| Related Grant Awards | Has the school received a grant that supports the school’s improvement efforts? When was the grant awarded? |  |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST or Expedited Review? If so, when? |  |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. |  |
| Improvement Plan Information |
| The school is submitting this improvement plan to satisfy requirements for (check all that apply):🞎 State Accreditation 🞎 Title I Focus School 🞎 Tiered Intervention Grant (TIG) 🞎 Colorado Graduation Pathways Program (CGP)🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Contact Information (Additional contacts may be added, if needed) |
| 1 | Name and Title |  |
| Email |  |
| Phone |  |
| Mailing Address |  |
| 2 | Name and Title |  |
| Email |  |
| Phone |  |
| Mailing Address |  |

**Section III: Narrative on Data Analysis and Root Cause Identification**



This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.

**Data Narrative for School**

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance* *Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

**Data Narrative for School**

Implement

Plan

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Description of School Setting and Process for Data Analysis:** Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC). |  | **Review Current Performance:** Review the SPF and local data. Documentany areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges. |  | **Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. |  | **Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges. |  | **Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged. |
| ***Narrative:*** |

**Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year’s plan). While this worksheet should be included in your UIP, ***the main intent is to record your school’s reflections to help build your data narrative.***

| Performance Indicators | Targets for 2012-13 school year(Targets set in last year’s plan) | Performance in 2012-13? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
| --- | --- | --- | --- |
| Academic Achievement (Status) |  |  |  |
|  |  |
| Academic Growth |  |  |
|  |  |
| Academic Growth Gaps |  |  |
|  |  |
| Postsecondary & Workforce Readiness |  |  |
|  |  |

**Worksheet #2: Data Analysis**

**Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges  | Root Causes |
| --- | --- | --- | --- |
| Academic Achievement (Status) |  |  |  |
|  |  |  |
| Academic Growth |  |  |  |
|  |  |  |
| Academic Growth Gaps |  |  |  |
|  |  |  |
| Postsecondary & Workforce Readiness |  |  |  |
|  |  |  |

**Section IV: Action Plan(s)**



This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

**School Target Setting Form**

**Directions:** Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**School Target Setting Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | Interim Measures for 2013-14 | Major Improvement Strategy |
| 2013-14 | 2014-15 |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R |  |  |  |  |  |
| M |  |  |  |  |  |
| W |  |  |  |  |  |
| S |  |  |  |  |  |
| Academic Growth | Median Growth Percentile (TCAP/CSAP & ACCESS) | R |  |  |  |  |  |
| M |  |  |  |  |  |
| W |  |  |  |  |  |
| ELP |  |  |  |  |  |
| Academic Growth Gaps | Median Growth Percentile | R |  |  |  |  |  |
| M |  |  |  |  |  |
| W |  |  |  |  |  |
| Postsecondary & Workforce Readiness | Graduation Rate |  |  |  |  |  |
| Disaggregated Grad Rate |  |  |  |  |  |
| Dropout Rate |  |  |  |  |  |
| Mean CO ACT |  |  |  |  |  |

**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

🞎 State Accreditation 🞎 Title I Focus School 🞎 Tiered Intervention Grant (TIG) 🞎 Colorado Graduation Pathways Program (CGP)
🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to Implement the Major Improvement Strategy** | **Timeline** | **Key Personnel\*** | **Resources**(Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Status of Action Step\*** (e.g., completed, in progress, not begun) |
| **2013-14** | **2014-15** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. “Status of Action Step” may be required for certain grants.

**Major Improvement Strategy #2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

🞎 State Accreditation 🞎 Title I Focus School 🞎 Tiered Intervention Grant (TIG) 🞎 Colorado Graduation Pathways Program (CGP)
🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to Implement the Major Improvement Strategy** | **Timeline** | **Key Personnel\*** | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Status of Action Step\*** (e.g., completed, in progress, not begun) |
| **2013-14** | **2014-15** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. “Status of Action Step” may be required for certain grants.

**Major Improvement Strategy #3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

🞎 State Accreditation 🞎 Title I Focus School 🞎 Tiered Intervention Grant (TIG) 🞎 Colorado Graduation Pathways Program (CGP)
🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to Implement the Major Improvement Strategy** | **Timeline** | **Key Personnel\*** | **Resources** (Amount and Source: federal, state, and/or local) | **Implementation Benchmarks** | **Status of Action Step\*** (e.g., completed, in progress, not begun) |
| **2013-14** | **2014-15** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. “Status of Action Step” may be required for certain grants.

**Section V: Appendices**

Some schools will need to provide additional forms to document accountability or grant requirements:

* Additional Requirements for Turnaround Status Under State Accountability (Required)
* Tiered Intervention Grantee (TIG) (Required)