# Unified Improvement Planning

## Guidance for UIP Template Category Dropdowns

### Purpose

As of the 2023-24 school year, users must assign a category to each of the primary UIP elements (e.g., Priority Performance Challenges, Root Causes, and Major Improvement Strategies) via dropdowns in the UIP template. These categories can be used to support district-level analysis of UIP elements.

### Category Descriptions

Refer to the below descriptions to select the most appropriate category for each UIP element. Contact [uiphelp@cde.state.co.us](mailto:uiphelp@cde.state.co.us) if none of the categories fit with your UIP element.

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| **Priority Performance Challenge Categories** | |
| **Category** | **Description** |
| Early literacy | Challenges in early literacy (PreK-3) achievement |
| Math achievement | Math achievement challenges at any level: ES/MS/HS |
| Math growth | Math growth challenges at any level: ES/MS/HS |
| ELA achievement | ELA achievement challenges at any level: ES/MS/HS |
| ELA growth | ELA growth challenges at any level: ES/MS/HS |
| WIDA Access growth/growth challenges for English Learners | Growth challenges for English Learners/Multilingual Learners based on WIDA Access or other state assessment data |
| Science achievement | Science achievement challenges at any level: ES/MS/HS |
| Other achievement | Achievement challenges in other content areas than Math, ELA, or Science at any level: ES/MS/HS. Includes ACCESS data and Social Studies |
| Other growth | Growth challenges in other content areas than Math, ELA, ACCESS, or Science at any level: ES/MS/HS. Includes Social Studies |
| Student engagement (e.g., attendance, mobility, chronic absenteeism) | Lack of student engagement in learning |
| Behavior (e.g., suspensions, expulsions, behavior referrals) | Challenges related to student behavior |
| School/District culture | Data suggests that school and/or district culture presents a barrier to student learning |
| **Priority Performance Challenge Categories (continued)** | |
| **Category** | **Description** |
| Equitable practices | Data suggests inequitable practices or a lack of culturally appropriate or responsive practices are impacting one or more disaggregated student groups |
| Social Emotional/Trauma-Informed | Challenges related to the lack of non-academic supports - include mental health concerns, health concerns, trauma |
| Postsecondary Workforce Readiness (Graduation/Completion Rate) | Graduation/completion rate data suggests that students are not ready for postsecondary options |
| Postsecondary Workforce Readiness (Dropout Rate) | Dropout rate data suggests that students are not ready for postsecondary options |
| Postsecondary Workforce Readiness (Matriculation Rate) | Matriculation rate data suggests that students are not ready for postsecondary options |
| Postsecondary Workforce Readiness (Other) | Other PWR data suggests that students are not ready for postsecondary options |

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| **Root Cause Categories** | |
| **Category** | **Description** |
| Equity | Lack of equitable/culturally appropriate/responsive practices; focused on one or more disaggregated groups |
| Intervention Systems | Lack of or inconsistent implementation of intervention systems (MTSS, progress monitoring) |
| Instruction | Lack of high-quality instructional practices aligned to grade level and differentiated student needs, lack of data-driven or research based instructional practices, or poor content specific instruction (e.g., literacy). Also include inconsistent implementation of district desired instructional practices |
| Curriculum | Lack of curricular resources/inconsistent implementation of curriculum/wrong curriculum/lack of alignment between curriculum and instruction/curriculum not aligned to Colorado Academic Standards/instruction not at grade level due to curriculum |
| Data Analysis | Lack of knowledge/inconsistent use of data analysis. May indicate the school/district has access to data, but does not use it or does not use it well |
| Infrastructure (data, systems, identification) | Lack of structure to collect data, systems for identification. May indicate a lack of access to data |
| Behavior Systems | Lack of or inconsistent implementation of systems to address student behavioral issues |
| Student Engagement Systems | Lack of or inconsistent use of systems to support student engagement (e.g., student attendance, mobility, stability, chronic absenteeism). For student behavior concerns, please use the code above for "Behavior Systems" |
| Family/Community Engagement | Lack of or inconsistent implementation of strategies to encourage family and/or community engagement |
| **Root Cause Categories (continued)** | |
| **Category** | **Description** |
| Teacher Development | Lack of co-teaching/co-planning, PLCs, teacher collaboration, coaching structures |
| Social Emotional/Trauma-Informed | Lack of or inconsistent implementation of systems to support non-academic needs. Include mental health support, SEL instruction, trauma, pandemic related stress. |
| Staffing | Causes related to staffing including turnover, lack of staffing |
| Mission and Vision | Lack of shared vision; lack of shared mission |
| Schedule | Scheduling considerations prevent or hinder implementation of improvement strategies or result in poor achievement or other issues |

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| **Major Improvement Strategy Categories** | | |
| **Category** | **Description** | **Examples/Activities** |
| Mission and Vision | Mission- and vision-informed decision making | Mission/vision planning |
| Continuous Improvement | Commitment to continuous improvement processes including goal setting, progress monitoring, and program evaluation, focused on systems instead of only focusing on strategy | Strategy focused on working with an external partner for support to drive turnaround efforts Leadership goal setting and monitoring (e.g., 90-day plans, monitoring impact of schoolwide initiatives and priorities) Execute Improvement Cycles (Plan, Do, Study, Act) School redesign |
| Instructional Leadership | Managing teaming, collaboration, and leadership structures | ILT, teacher leaders Building the Capacity of the Instructional Leadership Team Monitor Instructional Systems Collaborative Planning Supporting Teachers with Planning Define clear role and responsibilities of the instructional leadership team Leverage and maximize the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches. Deploy strategic staff/positions for strategic work Special Education and General Education Collaboration Coaching practices driven by concrete data analysis Plan and deliver regular opportunities for job-embedded learning that includes coaching, mentoring, and observation Cycles of Professional Learning  Monitoring the impact of teacher coaching and feedback  Define Purpose and Structures Vertical Teaming  ELD and General Education Collaboration Implement and Monitor Effective PLC practices Evaluate PLC Effectiveness (using rubric) |
| **Major Improvement Strategy Categories (continued)** | | |
| **Category** | **Description** | **Examples/Activities** |
| Instructional Leadership  (continued) | Managing teaming, collaboration, and leadership structures | Increase Collaboration among Co-Teachers Responsive Coaching Model Collaboration with coaches to ensure teachers’ needs are met through concrete, manageable, and useful feedback Established roles, systems, and structures that support an effective coaching model Design Professional Learning (in cycles) Team Building Execute Walkthroughs |
| Recruitment and Retention | Hiring and retention of staff | Plan proactively for recruiting and developing talent Partnerships with outside organizations (e.g., universities) Provide induction, mentoring, and accelerated supports to new or struggling teachers. |
| Targeted Talent Development | Professional development structures and practices | Offer and evaluate high-quality, culturally appropriate, responsive professional learning opportunities Balanced Literacy PD Competency Based Learning Differentiated PD Difficult Conversations Engaging All Students Equitable Educator Mindsets Book Study Instructional Strategies Mathematics Kagan Strategies Providing Student Feedback Questioning Rigor and Cognitive Load TLCA Visible Learning Learning Lab PLC Time and Effective Scheduling General 'alignment', not necessarily PLC |
| Instructional Evaluation | Setting and monitoring of instructional expectations | Communicate high expectations for a level of professional performance for every role in the system Develop and implement performance-management processes that include clear means for monitoring progress and delivering meaningful and actionable feedback Develop clear roles, responsibilities, and competencies for every position |
| Curriculum and Content | Classroom materials are aligned to grade-level standards and content | Differentiated Instruction Literacy/Language Arts Mathematics Science Writing Culturally Responsive Education  Curriculum Adoption Process Explicit and Systematic Phonics Instruction Extend beyond early grades (K-5 Pathway)  Implementation of Reader's Workshop Interdisciplinary Unit Planning International Baccalaureate Program |
| **Major Improvement Strategy Categories (continued)** | | |
| **Category** | **Description** | **Examples/Activities** |
| Curriculum and Content  (continued) | Classroom materials are aligned to grade-level standards and content | STEAM, STEM Focus Standards-based/Grade Level Rigorous Instruction District Created Curriculum Identify level of rigor within the resource Balance Grade Level vs Instructional Level Text Complex Text Academic Language Curriculum/Instruction and Standards Alignment Implement Curriculum (with fidelity) |
| Research-based Instructional Practices | Instructional vision and approach reflect research-based practices | Marzano Instructional Model Best First Instruction/Tier 1 Instruction Co-Teaching Models Common Instructional Look Fors Competency Based Learning Depth of Knowledge Level 3 Task Implementation Discourse Student Practice and Student Feedback Project-Based Learning Student-ownership over learning Plan Re-teaching opportunities Balanced Literacy Instruction/Literacy Block Identifying and Plan for Pre-requisite Skills Implement Guided Reading Scaffolding for Access Text First Planning Objectives/SLOs/Learning Targets Provide ongoing coaching and progress monitoring to ensure evidence-based strategies are used in instructional planning and facilitation of student learning Planning |
| Assessment & Assessment Systems | High-quality assessment content, platform, and/or systems | Intentionally Assess Student Learning Assessment Expectations Build Assessment Systems Common Assessments Common Rubrics + Calibration Culminating Tasks Formative Assessments/Exit Tickets/Etc. Interim Assessments Pre-assessments |
| Data Analysis & Reflection Practices | Clear processes and practices for analyzing and reflecting on data | Data Analysis Structures and Routines Exemplars Build teacher capacity to analyze student learning Collection of Data/Multiple Sources of Data Data Conferences Establish Data Teams to Examine Data  Select/Refine/Implement Data Analysis Protocol Running Records Monitor Impact of Data on Instruction  Use Data to Inform PD Offerings |
| **Major Improvement Strategy Categories (continued)** | | |
| **Category** | **Description** | **Examples/Activities** |
| Data-Informed Instruction | Data analysis informs instructional practices and decision-making | Use Data to Drive Instruction Analyze Student Work Homogeneous Groupings Set Individual Learning Targets/Goals Diagnose student learning needs to drive all instructional decisions and evaluate their effectiveness in meeting the needs of prioritized students. Special Education Use fluid, rapid assessment and adjustment of instructional grouping and delivery to meet all student learning needs Backward Planning and Instructional Planning as DDI Anchor/Essential/Priority Standards Specific Focus Groups of Students |
| Targeted Student Academic Supports | Systems that provide additional support to identified students beyond universal instruction | Implement or Refine an Intervention or Small Groups Program Implement Layered Continuum of Supports (MTSS) Academic Interventions Based on identified needs, incorporate effective student supports and instructional or behavioral interventions |
| Equitable Instructional Practices | Systems and practices that provide support to students from historically underserved populations. | Response to Intervention (RtI) Implementation Sheltered Instruction Articulate Vision and Need Ensure High Quality Instructional Program(s) Explicit Language Instruction Transitional Bilingual Programs Leverage Structures and Systems to Focus on English Learners Push-in Supports Support an Inclusive and Culturally Responsive School Environment General Education ELL Support Strategies |
| School or District Climate and Culture | Building a collaborative climate supportive of, and supported by students, families, and the local community | Collective Community and Responsibility Culture of Positivity Growth Mindset Culture Improve Staff Culture Culturally Responsive Staff Culture Culture of Collaboration Open Lines of Communication Increase Student Self Advocacy No Excuses and College Preparation School Wide Culture Elements (e.g., morning meetings, values, character strengths) Strong Learning Culture 4 Pillars for Student Success Culture of Academic Success, Post Secondary/Workforce Readiness  IB Learner Profile Time Culture Refine/Build Behavior Systems, Classroom Culture Conscious Discipline  Equity Work, Teacher Biases  Ensure the mission and vision are clearly communicated to all stakeholders Model high expectations (of self and others), embed them in everyday practice and language, and reinforce them through shared accountability |
| **Major Improvement Strategy Categories (continued)** | | |
| **Category** | **Description** | **Examples/Activities** |
| Stakeholder Input | Equitable solicitation and incorporation of family and other stakeholder input | Acknowledge and respond to constructive feedback, suggestions, and criticism in a way that is timely, consistent and predictable. Regularly gather, disaggregate, and analyze collective perceptions held by stakeholders Family and Parent focused Surveys and Solicitation Staff and School Focused Surveys and Solicitation Utilize multiple methods to communicate and solicit feedback and data from all stakeholders, including historically under-served populations, to discuss, explore, and reflect on student learning. Provide explicit expectations about responsibilities, behaviors, and available supports for each role in improving systems and student performance Create Partnerships to Support Family and Community Involvement Build Trusting Relationships Parent Volunteer Program Safe and Positive Environment Understanding Students Backgrounds Create an Inclusive Culture Family Literacy Program (English Language classes for adults) Parent Teacher Organization (PTO) Parent Outreach Events (Coffee with the Principal, etc.) Dedicate Necessary Resources Design Capacity Building Opportunities |
| Family and Community Engagement | Including families in the setting of student educational goals and celebration of progress | Celebrate successes collaboratively Partner with families using relevant two-way communication to engage meaningfully in their child’s learning, progress, interests, well-being, and long-term goals and to maintain consistent support for all students Provide all students with equitable opportunities to connect their learning in school with their strengths, interests, aspirations, and post-secondary goals |
| Social Emotional Learning Supports | Supports for student wellbeing and behavior | Develop a Common Understanding of Trauma and Trauma-Informed Practices Establish Systems and Structures to Sustain Trauma-Informed Practices General Behavior Support to Students Plan to Implement Trauma-Informed Practices Social Emotional Learning Create Infrastructure to Collect and Analyze Data Attendance Team Roles and Responsibilities Develop and Implement Tiered Strategies Attendance Contracts Analyze Behavior Data Create Teams Plan For and Begin Implementation  PBIS or Other Behavior Curriculum Capturing Kids Hearts Leader in Me Build Independent Learners RAOK Curriculum  Random Acts of Kindness Curriculum Second Step Curriculum  Parent and Community Involvement |
| **Major Improvement Strategy Categories (continued)** | | |
| **Category** | **Description** | **Examples/Activities** |
| Social Emotional Learning Supports  (continued) | Supports for student wellbeing and behavior | Restorative Practices Monitor Implementation of School Wide Behavior/Culture Systems School Wide Behavior Expectations |

**WHERE CAN I LEARN MORE?**

For additional support, email uiphelp@cde.state.co.us.