**Colorado’s Unified Improvement Plan for Schools**

**Directions:** Section I provides an overview of the school’s improvement plan and is populated automatically.

* A template for the executive summary is available at the end of this document.
* For accountability requirements unique to the school based upon federal and state accountability measures, view Section 1 of the school’s UIP in the UIP online system: <http://www.cde.state.co.us/uip/uip-online-system>

Consult the online UIP system for expectations for the UIP associated with the school.

**Section II: Improvement Plan Information**

**Additional Information about the School**

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| Context |
| *Optional:* Provide detail about school context (e.g., school improvement efforts, performance, and conditions). This will populate the Executive Summary in the online system only.  |
| 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. 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 at [Unified Improvement Planning Website](https://www.cde.state.co.us/uip/resources).

**Brief Description**

Directions: Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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| ***Brief Description:*** |

**Reflection on the Prior Plan**

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect?

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| ***Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).*** |

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| ***Based on the reflection and evaluation, provide a summary of the adjustments that will be made for this year's plan.*** |

**Current Performance**

Directions: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. At a minimum:

* Address areas where expectations were not met or areas where you would like to improve
* Provide a description of the magnitude of challenges

Some additional resources that may be helpful include: the pre-populated report (Section I), the Performance Frameworks, the District Dashboard and the School Dashboard. Consulting local data is also very important to this section.

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| ***Current Performance:*** |

**Trend Analysis**

Directions: 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 three performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend, the measure/metric, specific data (e.g., percentages), content area, student population and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. Only those trend statements that are marked as 'notable trend' will populate in the data narrative. It is wise to keep track of the data source for future updates. Trend analysis resources are available at the UIP Target Setting Tools page and through the DISH and the School Dashboard.

Per Indicator:

Trend Statement(s), which include:

Measure/metric, content area, magnitude, student population, specific data, data source

Trend direction

Whether it is a notable trend - Y/N

For Example:

"Middle school students are on a slight decline in English/Language Arts on CMAS-PARCC in 2015-17 (2015 = 727.6 MSS; 2016 = 726 MSS; 2017 = 724.1 MSS). This is a notable trend because it is declining and sits well below the state expectation (740.1 MSS) hovering around the 15th percentile. (Source: SPF/DPF)"

| Performance Indicators *(e.g. Academic Achievement, Postsecondary and Workforce Readiness, , etc.)* | Description of Notable Trends (3 years of past state and local data) |
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**Priority Performance Challenges**

Directions: Based upon your analysis of notable trends, select a limited number (no more than three or four) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.

| Priority Performance Challenge Name | Priority Performance Challenge Description |
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Directions: Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

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**Root Cause Analysis**

|  Root Cause Name | Root Cause Description | Associated Priority Performance Challenge Name |
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Directions: 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. This can be included in the "reflection" box. A description of the selection process for the corresponding major improvement strategies is encouraged.

Directions: Provide a rationale for how these Root Causes were selected and verified:

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

**Major Improvement Strategies**

Directions: Identify the major improvement strategy(s) for 2020-2021 and 2021-2022 that will address the root causes determined in the data narrative. 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.

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| Major Improvement Strategy Name | Associated Root Cause Name | Description of what success will look like: | Description of research supporting this strategy, and why it is a good fit for the school: |
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**Action Planning Form for 2020-21 and 2021-22**

**Directions:** For each identified Major Improvement Strategy, develop a plan for how the team will implement and how they will gauge progress. First, develop a progress monitoring plan by identifying practical, measurable benchmarks that will allow staff to monitor the implementation of the strategy. For each benchmark, determine the system and/or adult measures, type of data (perception, survey, evaluation), when it will be measured, by whom, and frequency. Second, detail attainable action steps that demonstrate how the team will implement the strategy. For each action, identify the appropriate personnel, resources needed, and achievable timeframe (within two academic years).

**Major Improvement Strategy #1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Implementation Benchmarks**

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| --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | **Description** | **Start Date (optional)** | **End Date** | **Frequency (optional)** | **Key Personnel** | **Status** (e.g., completed, in progress, not begun) (optional) |
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**Action Steps**

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| **Implementation Benchmark Name** | **Description** | **Start Date (optional)** | **End Date** | **Resources** | **Key Personnel** | **Status** (e.g., met, partially met, not met) (optional) |
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**Major Improvement Strategy #2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Implementation Benchmarks**

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| **Action Step** | **Description** | **Start Date (optional)** | **End Date** | **Frequency (Optional)** | **Key Personnel**  | **Status** (e.g., completed, in progress, not begun) (optional) |
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**Action Steps**

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| **Implementation Benchmark Name** | **Description** | **Start Date (optional)** | **End Date** | **Resources** | **Key Personnel** | **Status** (e.g., met, partially met, not met) (optional) |
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**Major Improvement Strategy #3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Implementation Benchmarks**

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| **Action Step** | **Description** | **Start Date (optional)** | **End Date** | **Frequency (Optional)** | **Key Personnel**  | **Status** (e.g., completed, in progress, not begun) (optional) |
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**Action Steps**

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| **Implementation Benchmark Name** | **Description** | **Start Date (optional)** | **End Date** | **Resources** | **Key Personnel** | **Status** (e.g., met, partially met, not met) (optional) |
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**Target Setting**

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, 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. 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. For K-3 serving schools, include the two required READ Act targets.

**School Target Setting Form**

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| --- | --- | --- | --- |
| Performance Challenges | Performance Challenge Name/Description (Optional) | Annual Performance Targets | Interim Measures |
| Current Year | Next Year |
| Priority Performance Challenge 1 |  |  |  |  |
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| Priority Performance Challenge 2 |  |  |  |  |
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| Priority Performance Challenge 3 |  |  |  |  |
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OPTIONAL

**Directions:** This section provides an overview of the school’s improvement plan. To complete this section, copy and paste the school’s Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the UIP once it has been completed. In the UIP online system, this summary will populate automatically as the UIP is written.

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| **Executive Summary**  |
| **How are students performing? Where will school staff be focusing attention?****Priority Performance Challenges:** *Specific statements about the school’s performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.* |
|  |
| **Why is the school continuing to have these problems?****Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.* |
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| **What action is the school taking to eliminate these challenges?****Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.* |
|  |