Unified Improvement Plan
Quality Criteria Rubric

Overview of Quality Criteria

The Unified Improvement Plan (UIP) provides districts and schools with a consistent and streamlined template for capturing improvement planning efforts that increase student learning and that satisfy multiple strands of state and federal planning requirements. CDE developed these Quality Criteria to offer guidance for creating high-quality improvement plans, to clarify requirements for school-level, district-level, and combined UIPs and to guide the state and local review of UIPs for identified schools (i.e., Improvement, Priority Improvement, Turnaround, On Watch, ESSA Identified Schools). This rubric outlines the criteria for "Meeting Expectations" on each of these requirements, as well as descriptors for "Partially Meets Expectations" and "Does Not Meet Expectations."

Directions for use

- Note that some requirements apply only to districts or only to schools; these requirements are labeled for clarity. Where requirements apply to both schools and districts, the term "site" may be used to refer to the school and/or district. ***Districts submitting combined UIPs must satisfy district-level requirements as well as school-level requirements for all district schools covered by the plan.***
- Use the criteria for "All schools" in this document (indicated by light blue "ALL" icons) to guide strong improvement planning within the UIP.
- Consult the "Plan Details" section of the school's UIP Homepage in the UIP Online System to determine the school's unique accountability and program requirements.
- Alternatively, use the school's state and/or federal identifications and other context (e.g., grades served, grants awarded, etc.) to identify the criteria described in this document that the school is responsible for satisfying.

The Top Three Guiding Questions

The "Top Three" guiding questions outline the major elements of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan.

1. Does the plan identify high-leverage **performance priorities and targets**?
2. Does the plan focus on **evidence-based strategies** to resolve **systemic root causes** and drive improvement on identified priorities?
3. Does the plan outline a coherent approach to **implementation and adjustment** of the identified strategies?

Figure 1 illustrates two ways of understanding how these Top Three elements fit together.

- **Planning Process:** The UIP is "backwards planned" from identified priorities and targets to create a road map for improvement efforts during the year.
- **Implementation:** Sites implement the actions outlined in the UIP to meet milestones, put strategies into practice, and ultimately improve student outcomes in prioritized performance areas.

Figure 1

Structure of the Quality Criteria

Organized by the "Top Three," this document outlines the various UIP elements and includes criteria that, if addressed, lead to a well-developed improvement plan. Most of these criteria blend best practice with state and/or federal accountability requirements. Sites should aim to meet or exceed the criteria listed in this document. The most effective plans build a vision for improvement that remains coherent across each section of the plan: the root causes and strategies are aligned to identified priorities and targets, and the action plan is deliberately sequenced to put the identified strategies into practice. Requirements that only apply to some schools or districts are labeled separately (see the "Key to Icons" below). *Grayed out sections will not be reviewed by CDE in the current school year.*

"Top Three" Guiding Question *Click questions below to skip to the corresponding section in this document*	*Associated Plan Elements in UIP*
Does the plan identify high-leverage performance priorities and targets?	• Student Performance Priorities • Annual Target Setting • Interim Targets
Does the plan focus on evidence-based strategies to resolve systemic root causes and drive improvement on identified priorities?	• Root Causes with validation • Major Improvement Strategies (including Evidence Base) • Associated Resources
Does the plan outline a coherent approach to implementation and adjustment of the identified strategies?	• Implementation Milestones • Action steps

Assurances within the Online UIP

Several planning elements have been identified that can be addressed as assurances to reduce the length of narrative in the UIP. Within the online system, assurances will be customized to each school/district, based on their identification(s), students served, or other contextual factors.

Schools and districts are responsible for fulfilling the requirements expressed in these assurances. While artifacts and evidence related to these assurances are not required to be included in the UIP, sites may be asked to provide these artifacts during a state or federal monitoring process. Districts are responsible for ensuring the completion of actions associated with these expectations. These may also be valuable artifacts to share with CDE staff or external providers that are providing technical assistance to the site.

If the site cannot attest to the completion of any of these assurances, the UIP should include a narrative explanation of how the site will address this assurance moving forward.

Federal Identifications

Note that schools identified for Comprehensive Support (CS), Targeted Support (TS), or Additional Targeted Support (A-TS) through the federal Every Student Succeeds Act (ESSA) are responsible for satisfying a specific set of federal requirements in their UIP. These requirements are identified in two ways throughout this document:

1. Requirements for ALL schools that are also included in CS-specific requirements are marked with the blue "CS" button in the "Topic" column of the criteria tables below.

2. Additional requirements that are specific to schools with federal identifications are marked with these buttons (see "Key to Icons" at right) in the "Who must address this requirement?" column of the Quality Criteria tables below.

Title I Schoolwide Requirements

Schools have the option of using the UIP to satisfy Title I Schoolwide requirements. For schools planning to satisfy these requirements in the UIP, specific requirements are indicated in this document with a "TI-SW" icon in the "Who must address this requirement" column or in the "topic" column of the Quality Criteria tables below.

Key to Icons Used in Quality Criteria tables

ALL — All Schools and Districts

I — Schools and Districts submitting Improvement Plans

PI — Schools and Districts submitting Priority Improvement Plans

T — Schools and Districts submitting Turnaround Plans

Clock Year 4 — Schools and Districts on Year 4 of the state Accountability Clock

CS — Schools identified for Comprehensive Support through Every Student Succeeds Act (ESSA) *See note on "Federal Identifications," above*

TS — Schools identified for Targeted Support through ESSA

A-TS — Schools identified for Additional Targeted Support through ESSA

K-3 — Schools and Districts serving grades K-3

9-12 — Schools and Districts serving grades 9-12

EASI — Schools and Districts that have received an Empowering Action for School Improvement (EASI) Grant

TI-SW — *Optional:* for Schools using the UIP to satisfy Title I Schoolwide requirements

Contents of the Quality Criteria

If desired, use the table of contents below to find requirements for a specific section or element of the UIP.
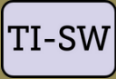
The Quality Criteria

Assurances within the Online UIP

UIP Process: Data Analysis

Who must address this requirement?	Topic	Assurance
ALL	**Data Analysis** CS TI-SW	The Unified Improvement Plan is the result of thorough data analysis. • Data was analyzed from both local and state sources. • Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. • Current school and/or district performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).
I PI T	**Data Analysis** *Math Acceleration K-12*	Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).
K-3	**Data Analysis** *READ Act*	K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

UIP Process: Development and Posting

Who must address this requirement?	Topic	Assurance
TI-SW	**Schoolwide Plan Acknowledgement, Monitoring and Revision** *Title I, Part A Schoolwide Plan*	**[School-level requirement]** This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming. ● The plan includes a comprehensive needs assessment and instructional strategies that strengthen the academic program of the school, specifically addressing the needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards. ● The school will make the plan publicly available, monitor it regularly, and revise it as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
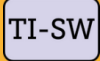
UIP Process: Stakeholder Involvement

Who must address this requirement?	Topic	Assurance
ALL	**Stakeholder Input on Plan Development** CS TS A-TS TI-SW	The plan was developed in partnership with stakeholders, including school and district leaders, teachers, parents/families, and the School Accountability Committee (SAC) or District Accountability Committee (DAC).

Who must address this requirement?	Topic	Assurance
ALL CS TS A-TS TI-SW	**Stakeholder Progress Monitoring**	The site will involve stakeholders—at a minimum, the School or District Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.
ALL	**Local Board Adoption**	**[District-level requirement]** The local board reviewed and adopted the plan
CS TS A-TS	**Stakeholder Awareness** *ESSA School Improvement*	**[School-level requirement]** Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.
PI T	**Family Notification and Local Board Adoption**	**[School-level requirement]** ● Written notice of the initial plan type was shared with families within 30 calendar days of identification. ● The SAC met to provide input on the improvement plan prior to the public hearing. ● A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. ● The local board reviewed and adopted the plan.

Section 1: Does the plan identify high-leverage performance priorities and targets?

UIP Element: Student Performance Priorities

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Identification of Student Performance Priorities** TI-SW	The plan identifies a limited number of Student Performance Priorities (3 or fewer) of appropriate magnitude to focus the site's improvement efforts.	The plan identifies Student Performance Priorities (SPPs), but (a) SPPs are not at the appropriate magnitude, or (b) the list of SPPs lacks focus (e.g., too many SPPs to address effectively in the UIP).	The plan does not identify Student Performance Priorities (SPPs), or SPPs have significant issues. E.g., SPPs focus on adult actions or school systems rather than student outcomes, or SPPs are listed as needs or next steps.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Address Indicators** TI-SW	Student Performance Priorities identify student performance metrics that are meaningfully related to indicators on the performance framework. Focusing on these priorities is likely to increase performance in areas of need identified in the site's data analysis (e.g., areas where the site is not yet meeting state or federal expectations).	Student Performance Priorities include indicators that are partially related to indicators on the performance framework, or they target indicators that are not likely to increase performance in areas of need.	Student Performance Priorities do not clearly identify student performance metrics, or student performance metrics identified are not related to areas of need.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
CS TS A-TS	**Address Indicators** *ESSA School Improvement*	**[School-level requirement]** The plan clearly and explicitly aligns at least one Student Performance Priority to reasons for ESSA identification: • Graduation Rate (Comprehensive Support - Low Graduation) • Overall Performance (Comprehensive Support - Lowest 5%) • Performance of Specific Student Group (Targeted or Additional Targeted Support) • Participation Rate	**[School-level requirement]** The plan includes one Student Performance Priority that is meaningfully related to reasons for ESSA Identification, but the alignment is not explicit.	**[School-level requirement]** The plan does include any Student Performance Priorities that align to the reasons for ESSA Identification.

UIP Element: Evidence & Rationale for Prioritization

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Evidence for Prioritization** TI-SW	The plan presents compelling evidence that demonstrates the need to focus on the identified Student Performance Priorities (e.g., positive and negative performance trends, site performance relative to state and local expectations).	The plan presents some evidence that demonstrates the need to focus on the identified Student Performance Priorities, but it is incomplete or the connection to the SPPs is unclear.	The plan does not provide evidence in support of the selection of Student Performance Priorities, or the evidence provided does not connect to the identified SPPs.
ALL	**Rationale for Prioritization**	The plan includes strong rationale for the selected Student Performance Priorities. The rationale should include any contextual factors (such as enrollment shifts, local strategic plan priorities, and previous improvement efforts) that factored into the selection of the Student Performance Priorities.	The plan provides a vague or weak rationale for prioritizing the Student Performance Priorities, or the rationale does not provide a variety of contextual factors considered in the selection of the Student Performance Priorities.	The plan does not provide a rationale in support of the selection of Student Performance Priorities, appears out of date, or the rationale is not meaningfully connected to the selected SPPs.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
K-3	**Rationale for Prioritization** *READ Act*	The rationale describes performance patterns that led to prioritizing early literacy. If the data analysis does not support prioritizing early literacy, then an explanation is included to document rationale for the school- or district-wide direction.	*"Meets Expectations" or "Does Not Meet Expectations" only for this requirement.*	The plan does not prioritize early literacy and does not provide an explanation to document the rationale for the school- or district-wide direction.
I PI T	**Rationale for Prioritization** *Math Acceleration K-12*	The rationale describes performance patterns that led to prioritizing math. If the data analysis does not support prioritizing math, then an explanation is included to document rationale for the school- or district-wide direction.	The plan does not prioritize math, and it provides an unclear or partial explanation to document the rationale for the school- or district-wide direction.	The plan does not prioritize math and does not provide an explanation to document the rationale for the school- or district-wide direction.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
TI-SW	**Rationale for Prioritization** *Title I, Part A Schoolwide Plan*	[School-level requirement] The rationale describes how the academic and/or behavioral needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards are prioritized.	[School-level requirement] The rationale provides a vague, or partial description of how the academic and/or behavioral needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards are prioritized.	[School-level requirement] The plan does not prioritize the needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards, or the plan does not include a description of how these needs are prioritized.
CS TS A-TS	**Rationale for Prioritization** *ESSA School Improvement*	[School-level requirement] The rationale describes how at least one target was selected because of the specific reason for ESSA identification (i.e., Graduation Rate, Overall Performance, Participation Rate, Performance of Specific Student Group).	[School-level requirement] The plan provides a vague, or partial rationale for selecting the Student Performance Priorities (SPPs) and their related targets.	[School-level requirement] The plan does not provide any rationale for the selection of the SPPs and their related targets.

UIP Element: Target Setting

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Measures and Metrics**	Annual Targets specify the measure (e.g., CMAS results, graduation data) and metric (e.g., specific mean scale score, desired graduation rate) that will be used to gauge progress on Student Performance Priorities.	The plan includes Annual Targets that do not identify the measure or do not identify the metric that will be used to gauge progress on Student Performance Priorities.	The plan does not include Annual Targets.
ALL	**Quality of Target** (CS)	The plan sets ambitious, attainable targets that align to the Student Performance Priorities (SPP). Where possible, targets are set using the same measure as SPP (e.g., if the SPP is focused on SAT mean scale score, target is focused on SAT mean scale score).	The plan lists targets that are partially aligned to the Student Performance Priorities, overly general, and/or unlikely to be attainable. The school will likely not meet state and/or federal expectations in a reasonable timeframe.	The plan omits targets for indicators in key areas for improvement, includes targets that do not align to the Student Performance Priorities, or (if required) READ Act or Math targets.

K-3	**Targets** *READ Act (Grade Level Expectations)*	The plan sets target(s) to ensure that each student achieves grade level expectations in reading by the end of grade 3. *Note: Targets must be set for READ Act - Grade Level Expectations even if literacy is not identified as a Student Performance Priority.*	The plan includes reading target(s), but targets do not focus on ensuring that each student achieves grade level expectations by the end of grade 3.	The plan does not specify target(s) for reading or English Language Arts.
K-3	**Targets** *READ Act (SRD)*	The plan sets ambitious and attainable target(s) for reducing the number of students who have significant reading deficiencies, as measured by the site's READ Act assessment. *Note: Targets must be set for READ Act -SRD even if literacy is not identified as a Student Performance Priority.*	The plan includes reading target(s), but targets are likely not ambitious, not attainable, or do not focus on reducing the number of students who have significant reading deficiencies.	The plan does not specify target(s) for reading or English Language Arts.

	Targets for below grade level OR struggling students *Math Acceleration K-12*	The plan sets ambitious and attainable target(s) for reducing the number of students who are below grade level expectations or are struggling in math, as measured by local or state assessments. *Note: Targets must be set for Math Acceleration K-12 even if math is not identified as a Student Performance Priority.*	The plan includes math target(s), but targets are not ambitious, not attainable, or do not focus on reducing the number of students who are below grade level expectations or are struggling in math.	The plan does not specify target(s) for math.

UIP Element: Interim Targets

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Alignment to Annual Target** CS	The plan identifies Interim Targets, specifying both a measure (e.g., NWEA) and specific metrics (e.g., RIT score), that are aligned to an	The plan provides Interim Targets that (a) have an unclear relationship to annual targets, (b) are not	The plan does not include Interim Targets to monitor student performance progress, or Interim Targets are written as adult-focused

		Annual Target to assess the impact of the Major Improvement Strategies on student performance during the year.	logically sequenced, or (c) are not strategic.	Implementation Milestones or Action Steps.
ALL	**Quality of Interim Targets** CS	Interim Targets specify expected student progress at least twice during the year.	Interim Targets specify expected student progress only once during the year.	The plan does not include Interim Targets.

Section 2: Does the plan focus on evidence-based strategies to resolve systemic root causes and drive improvement on identified priorities?

UIP Element: Root Causes

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Actionable Root Cause**	Root Causes identify the underlying reasons for the identified Student Performance Priorities. Root causes are under the control of the site and aimed at the level of school or district systems, structures, and practices.	Root Causes are not adequately under the control of the school, are not aimed at the level of school or district systems, structures, and practices, or do not demonstrate a reasonable association to the identified Student Performance Priorities.	Root Causes (a) are not included or not clearly described, (b) are not under the control of the school or district, or (c) do not logically connect to a Student Performance Priority.
ALL	**Root Causes Analysis Process**	The plan explains how Root Causes were identified and validated, including data sources used, stakeholders involved in the root cause identification process, and includes a strong rationale for selection. Process and perception data are	The plan describes a vague or incomplete Root Cause selection process (e.g., considers only one data source, describes little to no stakeholder engagement, is many years out of date) or does not include a rationale for	The plan does not include a description of the Root Cause analysis and selection process.

		leveraged in the validation of Root Causes.	the selection of the Root Causes.	
K-3 + PI T	***Early Learning Needs Assessment***	The plan summarizes findings from an [Early Learning Needs Assessment](#) that meets the minimum requirements and commits to next steps based on those findings.	The plan summarizes findings from an [Early Learning Needs Assessment](#) that does not yet meet the minimum requirements.	The plan does not include a reference to an [Early Learning Needs Assessment](#) or make use of data collected during an ELNA process.
CS A-TS	**Identification of Resource Inequities** *ESSA School Improvement*	The root cause and rationale describe which resource inequities (e.g., instructional time, early interventions, teacher quality, family engagement, professional development) contributed to the reasons for ESSA identification.	The root cause and rationale identify potential resource inequities, but it is not clear whether these meaningfully contributed to the reasons for ESSA identification.	The plan does not include a description of resource inequities.
EASI	**Identification of Systems Needs of School** *EASI: Exploration, Transformation Network,*	The plan integrates the results of a diagnostic review or system needs assessment funded by an EASI Grant (e.g., in the priority selection rationale	The plan identifies some results of a diagnostic review or system needs assessment funded by an EASI grant, but these	The plan does not consider or acknowledge the results of a diagnostic review or system needs assessment funded by an EASI grant.
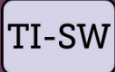
	or District Strategic Planning	and/or the root cause rationale.	results are not integrated into the rest of the plan.	
9-12	**Analysis of course taking patterns**	The plan includes an analysis of student course taking patterns by disaggregated groups.	The plan includes an analysis of student course taking patterns, but it is incomplete (e.g., does not examine disaggregated groups).	The plan does not include an analysis of course taking patterns.

UIP Element: Major Improvement Strategies

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Alignment to Root Causes** CS A-TS	The plan identifies a limited number of Major Improvement Strategies (ideally 2-4) that logically connect to the Root Causes identified in the plan. *All root causes identified in the plan are addressed by at least one of the identified Major Improvement Strategies.*	The list of Major Improvement Strategies lacks focus (e.g., more than four strategies), or the connection between the Strategies and the Root Causes is unclear. Some root causes may not be addressed by any identified strategy.	The Major Improvement Strategies do not appear to be connected to the Root Causes.

ALL	**Quality of Major Improvement Strategies** TI-SW	The plan clearly and adequately describes strategies that, if implemented as described, have a likelihood of positively impacting results in the Student Performance Priorities.	The description of the strategies is vague or overly general, such that the vision for implementation is unclear. The strategies chosen may be unlikely to adequately address the Root Causes and/or improve performance on Student Performance Priorities.	The plan does not include a description of the Major Improvement Strategies. It is unclear what the school's or district's approach or area of focus will be in the plan.
ALL	**Evidence-Base** CS TI-SW	The plan provides clear rationale for the selection of Major Improvement Strategies, including the evidence-base for the strategy. This may include an explanation of why the strategy is a good fit for the site's context, existing assets, identified needs, student population, and staff capacity.	The plan provides some evidence or rationale for the selection of the Major Improvement strategy, however, the rationale may be incomplete, the evidence-based strategy may not align to the school context.	The plan does not include the evidence base or rationale for the selected Major Improvement Strategy, or the evidence-base does not align with the strategy.

ALL	**Assigned Resources** CS A-TS	The plan identifies resources (e.g., budget allocations, staffing) that will be used to support the implementation of identified Major Improvement Strategies.	The plan identifies some resources used to support the Major Improvement Strategies, but these may not be adequate to support the full range of implementation activities outlined in the plan.	The plan does not identify the resources needed to support the implementation of the Major Improvement Strategies, or the identified resources are clearly inadequate to support effective implementation.
Clock Year 4	**Year 4 Description of Potential Pathway**	The plan provides a full description of the school and district's exploration of all potential pathways. This includes identification of a preferred pathway, an overview of other options considered, and a rationale for the selection of the preferred pathway.	The plan identifies a preferred pathway, but does not describe the school and district's exploration of potential pathways or does not include a rationale for the selection of the preferred pathway.	The plan does not identify a preferred pathway or describe any process being used to identify a pathway.

T	**Turnaround Strategy**	The plan identifies a state-required turnaround strategy and articulates an action plan that is aligned to the needs identified in the data analysis. (Select from dropdown in the UIP Online System.)	The plan identifies a state-required turnaround strategy and a preliminary action plan for implementing that strategy, but the action plan is minimal or is not clearly aligned to the needs identified in the data analysis.	The plan does not identify a state-required turnaround strategy.
TI-SW	**Title I, Part A Schoolwide Plan**	[School-level requirement] The plan describes Major Improvement Strategies that • Provide opportunities for **all** students to meet the challenging state academic standards • Address the needs of students at risk of not meeting these standards.	[School-level requirement] The plan describes Major Improvement Strategies, but these strategies may not adequately • Provide opportunities for all students to meet challenging state academic standards OR • Address the needs of students at risk of not meeting challenging state academic standards.	[School-level requirement] The plan describes Major Improvement Strategies, but these strategies do not • Provide opportunities for **all** students to meet the challenging state academic standards OR • Address the needs of students at risk of not meeting challenging state academic standards.

Section 3: Does the plan outline a coherent approach to implementation and adjustment of the identified strategies?

UIP Element: Implementation Milestones

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	Alignment to MIS	Each Major Improvement Strategy has two or more aligned Implementation Milestones.	Each Major Improvement Strategy has only one aligned Implementation Milestone, or the milestones included demonstrate partial or unclear alignment to the Major Improvement Strategy.	The plan does not include Implementation Milestones, or the milestones included do not align to the Major Improvement Strategies.
ALL CS A-TS	Quality of Implementation Milestones	Implementation Milestones for each Major Improvement Strategy name clearly observable or measurable indicators, which will enable staff to determine whether implementation of strategies is occurring in an effective manner.	The Implementation Milestones are only partially developed (e.g., not observable, not measurable, or vague), or they may not allow the school to systematically assess the implementation of the major improvement strategies throughout the course of the school year.	The plan does not include Implementation Milestones to monitor implementation progress, or milestones are written as Annual Targets, Interim Targets, or Action Steps.

	Plan Duration	Implementation Milestones span at least the duration of plan public posting (e.g., two years for sites exercising biennial flexibility).	Implementation Milestones span some of the duration of plan public posting (e.g., only one year of milestones for sites exercising biennial flexibility).	The plan does not include Implementation Milestones, or milestones may only be provided for the first few months of the school year.
ALL				

UIP Element: Action Plan

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Action Steps**	The plan lists critical, high-leverage Action Steps that will enable the site to meet the implementation milestones by changing school or district practices and structures as needed to put the identified strategy into practice. Action Steps should name one-time, individual actions (e.g., purchase of curriculum materials,	The plan lists Action Steps aligned to the Major Improvement Strategies and/or Implementation Milestones, but these steps may not a) be high leverage b) aim at changing school/district practices and structures c) be adequate to put the identified	The plan does not include Action Steps, Action Steps are not aligned to the Major Improvement Strategies or the Implementation Milestones, or it is unlikely that the included Action Steps will enable the school to make meaningful progress on the identified strategies.

		development of PLC protocols), and may also include ongoing or recurring activities.	strategy into practice. Alternatively, the plan may only list ongoing actions (e.g., weekly meetings) rather than including one-time, individual actions needed to effectively implement the strategy.	
ALL CS A-TS TI-SW	**Progress Monitoring in Action Plan**	The plan includes Action Steps dedicated to monitoring plan implementation and impact (i.e., meetings to reflect on Implementation Milestones and Interim Targets and to identify needed implementation adjustments).	The plan includes Action Steps dedicated to monitoring plan implementation, but these Action Steps may not allow the school to meaningfully measure progress or make mid-course corrections during implementation.	The plan does not include any Action Steps aimed at monitoring plan implementation.
K-3	**Actions to Address K-3 Reading** *READ Act*	The plan includes scientifically and evidence-based Action Steps that can reasonably be expected to have a meaningful impact for K-3 students identified as having significant reading deficiencies.	The plan includes scientifically and evidence-based Action Steps for reading or literacy, but these may not have a meaningful impact for K-3 students identified as	The plan does not include evidence-based Action Steps for reading or literacy.

		Note: Action Steps must be set for READ Act even if literacy is not identified as a Student Performance Priority.	having significant reading deficiencies.	
I PI T	**Actions to Address Math** *Math Acceleration K-12*	The plan includes evidence-based Action Steps that can reasonably be expected to have a meaningful impact for students identified as being below grade level or struggling in math. *Note: Action Steps must be set for Math Acceleration K-12 even if math is not identified as a Student Performance Priority.*	The plan includes evidence-based Action Steps for math, but these may not have a meaningful impact for students identified as being below grade level or struggling in math.	The plan does not include evidence-based Action Steps for math.
PI T	**Actions Promoting Family Engagement**	The plan includes several high leverage Action Steps, aligned with Family, School and Community Partnering standards, to increase parent/family engagement at the school.	The plan includes Action Steps addressing Family, School, and Community Partnering standards, but these steps may not be high-leverage, may not aligned to the standards, or may be unlikely to	The plan does not include Action Steps aimed at increasing parent/family engagement at the school.

			meaningfully increase parent/family engagement at the school	
K-3 + **T**	*Early Learning Needs Assessment for Schools in Turnaround*	The plan identifies appropriate research-based next steps, based on the findings of an Early Learning Needs Assessment, to improve early childhood programs and partnerships.	The plan identifies next steps based on the findings of an Early Learning Needs Assessment, but these may not be research-based or may be unlikely to improve early childhood programs and partnerships.	The plan does not identify next steps based on the findings of an Early Learning Needs Assessment.
9-12	**Action to address Inequities in course-taking patterns** *Student Course Taking Report*	The plan includes Action Steps to address identified patterns of significant disparity in disaggregated groups taking challenging coursework.	The plan includes Action Steps to address course-taking patterns, but these steps may not be high leverage or may not meaningfully address the needs of disaggregated groups.	The plan does not include Action Steps to address inequalities in course-taking patterns.