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 if none of the categories fit with your UIP element.

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

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

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.