

# Guidance for UIP Template Category Dropdowns

## Purpose

Users must assign a category to each of the primary UIP elements (e.g., Student Performance Priority, 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. Refer to the descriptions below 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.

**Student Performance Priority Categories**

| **Category** | **Priority Description** |
| --- | --- |
| Behavior | Priorities related to suspensions, expulsions, behavior referrals, and other mentions of student behavior |
| Dropout Rate | Priorities related to dropout rates |
| Early Literacy | Prioritizing early literacy (Pre K-3) achievement |
| English Language Arts Performance | English Language Arts priority at any level: ES/MS/HS |
| English Language Development | Priority for Multilingual Learner language acquisition |
| Equitable Practices | Data suggests inequitable practices or a lack of culturally appropriate or responsive practices are impacting one or more disaggregated student groups |
| Graduation/Completion Rate | Priorities related to graduation/completion rates |
| Math Performance | Math priority at any level: ES/MS/HS |
| Matriculation Rate | Priorities related to matriculation rates |
| Other Academic Performance | Priorities not in Math, ELA, or Science at any level: ES/MS/HS, for example Social Studies |
| Postsecondary Workforce Readiness (Other) | Other priorities related to Postsecondary Workforce Readiness (e.g., college credit, industry credentials, work-based learning) |
| School/District Culture | Priorities that describe school and/or district culture as a barrier to student learning |
| Science Performance | Science priority at any level: ES/MS/HS |
| Social Emotional/Trauma-Informed | Challenges related to the lack of non-academic supports – include mental health concerns, health concerns, trauma |
| Student Engagement | Priorities related to attendance, mobility, chronic absenteeism, and other mentions of student engagement in learning |

**Root Cause Categories**

| **Category** | **Root Cause Description** |
| --- | --- |
| Behavior Systems | Lack of or inconsistent implementation of systems to address student behavioral issues |
| 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 |
| Equity | Lack of equitable/culturally appropriate/responsive practices; focused on one or more disaggregated groups  |
| Family/Community Engagement | Lack of or inconsistent implementation of strategies to encourage family and/or community engagement |
| Infrastructure (data, systems, identification) | Lack of structure to collect data, systems for identification. May indicate a lack of access to data |
| 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) |
| Intervention Systems | Lack of or inconsistent implementation of intervention systems (MTSS, progress monitoring) |
| 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 |
| Social Emotional/Trauma-Informed | Lack of or inconsistent implementation of systems to support non-academic needs. Include mental health support, SEL instruction, trauma |
| Staffing | Causes related to staffing including turnover, lack of staffing |
| 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" |
| Teacher Development | Lack of co-teaching/co-planning, PLCs, teacher collaboration, coaching structures |

**Major Improvement Strategy Categories**

| **Category** | **Strategy Description** | **Examples/Activities** |
| --- | --- | --- |
| Assessment & Assessment Systems | High-quality assessment content, platform, and/or systems | Intentionally Assess Student LearningAssessment ExpectationsBuild Assessment SystemsCommon AssessmentsCommon Rubrics + CalibrationCulminating TasksFormative Assessments/Exit Tickets/Etc.Interim AssessmentsPre-assessments |
| Continuous Improvement | Commitment to continuous improvement processes including goal setting, progress monitoring, and program evaluation | Strategy focused on working with an external partner for support to drive turnaround effortsLeadership 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 |
| Curriculum and Content | Classroom materials are aligned to grade-level standards and content | Differentiated InstructionLiteracy/Language ArtsMathematicsScienceWritingCulturally Responsive EducationCurriculum Adoption ProcessExplicit and Systematic Phonics InstructionExtend beyond early grades (K-5 Pathway)Implementation of Reader's WorkshopInterdisciplinary Unit PlanningInternational Baccalaureate ProgramSTEAM, STEM FocusStandards-based/Grade Level Rigorous InstructionDistrict Created CurriculumIdentify level of rigor within the resourceBalance Grade Level vs Instructional Level TextComplex TextAcademic LanguageCurriculum/Instruction and Standards AlignmentImplement Curriculum (with fidelity) |
| Data Analysis & Reflection Practices | Clear processes and practices for analyzing and reflecting on data | Data Analysis Structures and RoutinesExemplarsBuild teacher capacity to analyze student learningCollection of Data/Multiple Sources of DataData ConferencesEstablish Data Teams to Examine DataSelect/Refine/Implement Data Analysis ProtocolRunning RecordsMonitor Impact of Data on InstructionUse Data to Inform PD Offerings |
| Data-Informed Instruction | Data analysis informs instructional practices and decision-making | Use Data to Drive InstructionAnalyze Student WorkHomogeneous GroupingsSet Individual Learning Targets/GoalsDiagnose student learning needs to drive all instructional decisions and evaluate their effectiveness in meeting the needs of prioritized students.Special EducationUse fluid, rapid assessment and adjustment of instructional grouping and delivery to meet all student learning needsBackward Planning and Instructional Planning as DDIAnchor/Essential/Priority StandardsSpecific Focus Groups of Students |
| Equitable Instructional Practices | Systems and practices that provide support to students from historically underserved populations. | Response to Intervention (RtI) ImplementationSheltered InstructionArticulate Vision and NeedEnsure High Quality Instructional Program(s)Explicit Language InstructionTransitional Bilingual ProgramsLeverage Structures and Systems to Focus on English LearnersPush-in SupportsSupport an Inclusive and Culturally Responsive School EnvironmentGeneral Education ELL Support Strategies |
| Family and Community Engagement | Including families in the setting of student educational goals and celebration of progress | Celebrate successes collaborativelyPartner 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 studentsProvide all students with equitable opportunities to connect their learning in school with their strengths, interests, aspirations, and post-secondary goals |
| Instructional Evaluation | Setting and monitoring of instructional expectations | Communicate high expectations for a level of professional performance for every role in the systemDevelop and implement performance-management processes that include clear means for monitoring progress and delivering meaningful and actionable feedbackDevelop clear roles, responsibilities, and competencies for every position |
| Instructional Leadership | Managing teaming, collaboration, and leadership structures | ILT, teacher leadersBuilding the Capacity of the Instructional Leadership TeamMonitor Instructional SystemsCollaborative PlanningSupporting Teachers with PlanningDefine clear role and responsibilities of the instructional leadership teamLeverage 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 workSpecial Education and General Education CollaborationCoaching practices driven by concrete data analysisPlan and deliver regular opportunities for job-embedded learning that includes coaching, mentoring, and observationCycles of Professional LearningMonitoring the impact of teacher coaching and feedbackDefine Purpose and StructuresVertical TeamingELD and General Education CollaborationImplement and Monitor Effective PLC practicesEvaluate PLC Effectiveness (using rubric)Increase Collaboration among Co-TeachersResponsive Coaching ModelCollaboration with coaches to ensure teachers’ needs are met through concrete, manageable, and useful feedbackEstablished roles, systems, and structures that support an effective coaching modelDesign Professional Learning (in cycles)Team BuildingExecute Walkthroughs |
| Mission and Vision | Mission- and vision-informed decision making | Mission/vision planning |
| Recruitment and Retention | Hiring and retention of staff | Plan proactively for recruiting and developing talentPartnerships with outside organizations (e.g., universities)Provide induction, mentoring, and accelerated supports to new or struggling teachers |
| Research-based Instructional Practices | Instructional vision and approach reflect research-based practices | Marzano Instructional ModelBest First Instruction/Tier 1 InstructionCo-Teaching ModelsCommon Instructional Look ForsCompetency Based LearningDepth of Knowledge Level 3 Task ImplementationDiscourseStudent Practice and Student FeedbackProject-Based LearningStudent-ownership over learningPlan Re-teaching opportunitiesBalanced Literacy Instruction/Literacy BlockIdentifying and Plan for Pre-requisite SkillsImplement Guided ReadingScaffolding for AccessText First PlanningObjectives/SLOs/Learning TargetsProvide ongoing coaching and progress monitoring to ensure evidence-based strategies are used in instructional planning and facilitation of student learningPlanning |
| School or District Climate and Culture | Building a collaborative climate supportive of, and supported by students, families, and the local community | Collective Community and ResponsibilityCulture of PositivityGrowth Mindset CultureImprove Staff CultureCulturally Responsive Staff CultureCulture of CollaborationOpen Lines of CommunicationIncrease Student Self AdvocacyNo Excuses and College PreparationSchool Wide Culture Elements (e.g., morning meetings, values, character strengths)Strong Learning Culture4 Pillars for Student SuccessCulture of Academic Success, Post Secondary/Workforce ReadinessIB Learner ProfileTime CultureRefine/Build Behavior Systems, Classroom CultureConscious DisciplineEquity Work, Teacher BiasesEnsure the mission and vision are clearly communicated to all stakeholdersModel high expectations (of self and others), embed them in everyday practice and language, and reinforce them through shared accountability |
| Social Emotional Learning Supports | Supports for student wellbeing and behavior | Develop a Common Understanding of Trauma and Trauma-Informed PracticesEstablish Systems and Structures to Sustain Trauma-Informed PracticesGeneral Behavior Support to StudentsPlan to Implement Trauma-Informed PracticesSocial Emotional LearningCreate Infrastructure to Collect and Analyze DataAttendance Team Roles and ResponsibilitiesDevelop and Implement Tiered StrategiesAttendance ContractsAnalyze Behavior DataCreate TeamsPlan For and Begin ImplementationPBIS or Other Behavior CurriculumCapturing Kids HeartsLeader in MeBuild Independent LearnersRAOK CurriculumRandom Acts of Kindness CurriculumSecond Step CurriculumParent and Community InvolvementRestorative PracticesMonitor Implementation of School Wide Behavior/Culture SystemsSchool Wide Behavior Expectations |
| 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 stakeholdersFamily and Parent focused Surveys and SolicitationStaff and School Focused Surveys and SolicitationUtilize 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 performanceCreate Partnerships to Support Family and Community InvolvementBuild Trusting RelationshipsParent Volunteer ProgramSafe and Positive EnvironmentUnderstanding Students BackgroundsCreate an Inclusive CultureFamily Literacy Program (English Language classes for adults)Parent Teacher Organization (PTO)Parent Outreach Events (Coffee with the Principal, etc.)Dedicate Necessary ResourcesDesign Capacity Building Opportunities |
| Targeted Student Academic Supports | Systems that provide additional support to identified students beyond universal instruction | Implement or Refine an Intervention or Small Groups ProgramImplement Layered Continuum of Supports (MTSS)Academic InterventionsBased on identified needs, incorporate effective student supports and instructional or behavioral interventions |
| Targeted Talent Development | Professional development structures and practices | Offer and evaluate high-quality, culturally appropriate, responsive professional learning opportunitiesBalanced Literacy PDCompetency Based LearningDifferentiated PDDifficult ConversationsEngaging All StudentsEquitable Educator MindsetsBook StudyInstructional StrategiesMathematicsKagan StrategiesProviding Student FeedbackQuestioningRigor and Cognitive LoadTeacher Leadership and CollaborationVisible LearningLearning LabPLC Time and Effective SchedulingGeneral 'alignment', not necessarily PLC |