

# 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](mailto: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 Learning Assessment Expectations Build Assessment Systems Common Assessments Common Rubrics + Calibration Culminating Tasks Formative Assessments/Exit Tickets/Etc. Interim Assessments Pre-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 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 |
| 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  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) |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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)  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 |
| 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 talent Partnerships 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 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 |
| 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 |
| 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  Restorative Practices Monitor Implementation of School Wide Behavior/Culture Systems School 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 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 |
| 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 |
| 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 Teacher Leadership and Collaboration Visible Learning Learning Lab PLC Time and Effective Scheduling General 'alignment', not necessarily PLC |