



Unified Improvement Plan Online System

User Guide

Welcome to the new Online UIP!

This User Guide is written to assist schools and districts in understanding the UIP Online System and includes comparisons between the “paper plan” and the functionality of the Online System. This User Guide is structured to include a screen shot of each page of the UIP Online System and includes a corresponding description of pertinent elements of the page. In many instances, the screen shots look similar to the “paper plan.” However, in some cases, screen shots feature new functionality unique to the UIP Online System.

Functionality for building both school plans and district plans in the Online System is similar, therefore, this User Guide applies to both schools and districts. In instances where functionality and/or features differ, this User Guide highlights the differences, including an explanation, if necessary.

Getting Started

BROWSER NOTE: CDE recommends Chrome or Firefox. Only the most recent version of Internet Explorer (IE) works with the Online System (Version 11). Older versions of IE do not work. Link to the system: <https://cdeapps.cde.state.co.us/index.html>

Migration Tips. The UIP Team recommends reviewing this guide to become familiar with the Online System. It is also recommended using this document as you begin to “copy and paste” your school’s and district’s “paper plan” into the Online System. “Migration Tips” are included throughout the document.

Migration Tips: Deciding when to Copy and Paste from your Paper UIP



One of the first decisions a planning team must make is whether to write, rewrite or update their UIP. While considerations are included below, more information is available in the UIP Handbook, accessible at: <http://www.cde.state.co.us/uiip/20142015uiphandbook>.

Write: A school or district should write a new plan if they did not have a plan in the prior year (e.g., new schools).


Rewrite: Rewriting is similar to writing a new plan but applies to schools and districts that have had a plan in previous years and have student performance data to draw upon. This approach requires planning teams to fully engage in every planning step as if they did not have a plan the prior year (e.g., new leadership, new approach is needed to address lack of progress). Teams may benefit from starting from scratch in the new online system, rather than taking the time to bring the previous plan into the system.

Update: Updating entails tweaking or building upon the plan from the prior year. Updates include updating the data narrative (e.g., progress on previous year's targets, including recent data in the trend analysis), updating targets and updating the action plan. This is the best option for spending time bringing in the previous plan into the online system.

Homepages: My School and My District


Below are screenshots of the district and school dashboards. The look of the dashboards is one difference in an otherwise very similar system. The dashboard allows schools and districts to quickly and conveniently access sections of the UIP; track completion; and monitor the timeline of UIP submission. As the plan progresses, the dashboard also provides an overview of the school's and district's UIP elements.

The School Dashboard view:



COLORADO
Department of Education

Click here to log out



Log Out

Demo School UIP 2016-17

District: **Demo District** | Org ID: **0000** | School ID: **0001** | Framework:

My School

Section I: Summary of School

Section II: UIP Info



Section III: Data Narrative

Section IV: Action Plans

Addenda


Collaboration

UIP Timeline


Date	07/01/14	08/01/14	10/15/14	12/15/14	04/15/15
Progress					
Milestone	UIP Available	Sec I Populated	Optional Review 	Sec I Update	SchoolView Submit

UIP Progress

UIP Component	Status
<u>Section I</u>	Ready to Submit
<u>Section II</u>	In Progress
<u>Section III</u>	In Progress
<u>Section IV</u>	In Progress
<u>Turnaround</u>	In Progress

 Ready for Review

Priority Performance Challenge Mapping

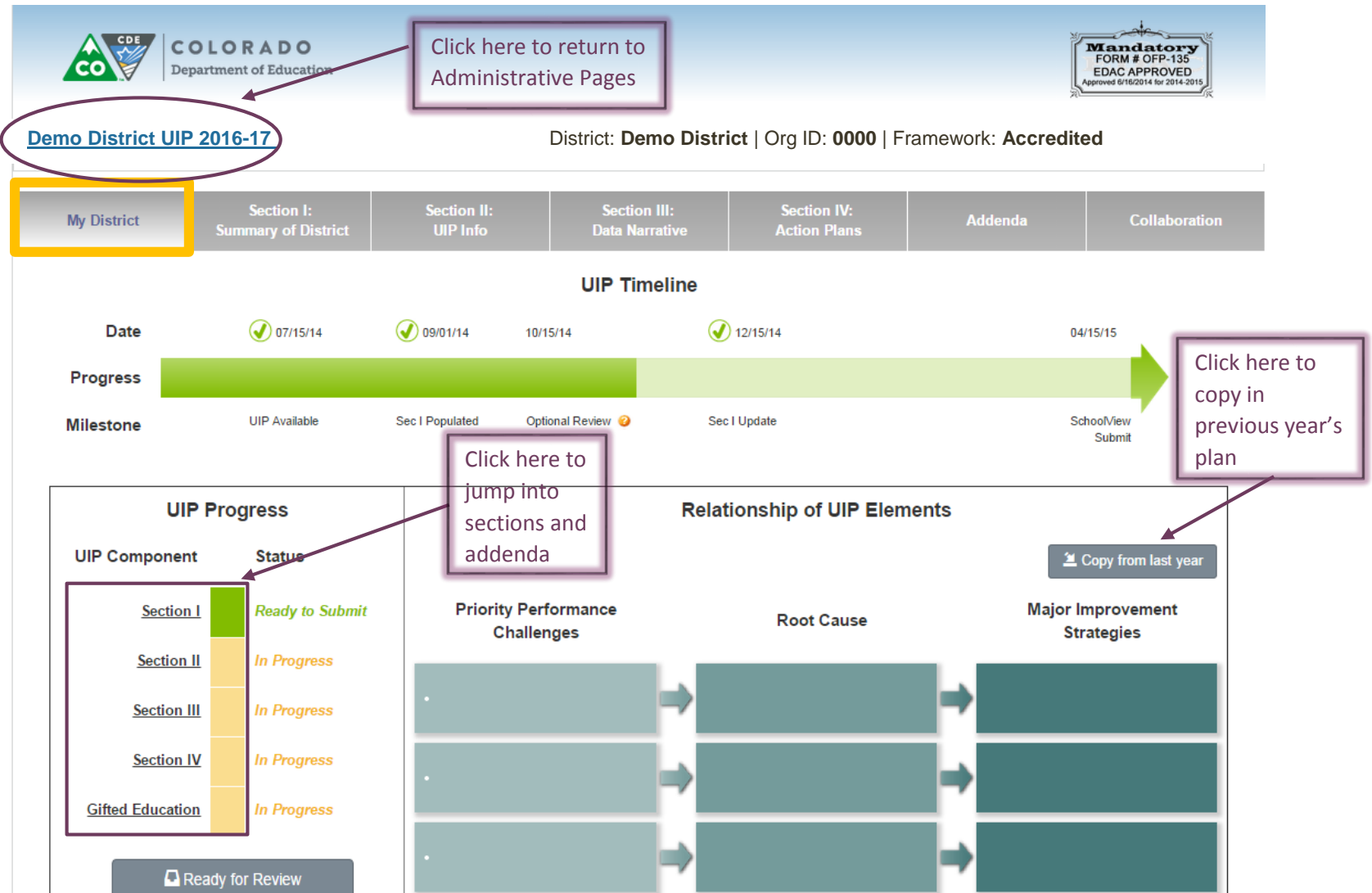
 Copy from last year

Priority Performance Challenges	Root Cause	Major Improvement Strategies
	→	→
	→	→
	→	→
	→	→

Click here to jump into sections and addenda

Click here to copy in previous year's plan

The District Dashboard view:




Section I: Summary of School and Summary of District

This tab houses the school's and district's Pre-Populated Report in the same format as the paper UIP. Schools and districts also use this page to review grant requirements and accountability data. It will not be printed into the final UIP for the public, unlike the paper version. This report is now just a reference document for the school and district. The Summary page for schools and districts contain different information, just like the paper pre-populated pages.

My School	Section I: Summary of School	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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Section I: Summary Information about the School

 Download

This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

State, ESEA, and Grant Accountability

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
Plan Type for State Accreditation	Plan type is assigned based on the school's overall School Performance Framework score (achievement, growth, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Performance	
	Achievement Performance Indicator on School Performance Framework	-----	
	Academic Growth Indicator on School Performance Framework	-----	
	Postsecondary and Workforce Readiness Indicator on School Performance Framework	-----	
Biennial UIP Submission Flexibility	Schools that received Performance plan type on the School Performance Framework.		

Click here to download the Pre-populated report into Excel.

Section II: UIP Info



This section is almost identical to the paper UIP. Schools and districts utilize this section to answer questions about grant history and improvement plan requirements, as well as add school and district contacts.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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Section II: Improvement Plan Information

☐ Complete & Ready to submit

Student Performance Measures for State and Federal Accountability


Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports district improvement efforts? When was the grant awarded?	<div> Clear formatting </div> <div>  </div> <div> </div>
	Has (or will) the district participated in a CADI review? If so, when?	<div> Clear formatting </div> <div>  </div> <div> </div>

At the bottom of the page, schools and districts add contact information of school and district staff/administration. These contacts should be the same as contacts added on the paper UIP – those who write/can answer questions regarding this plan. One highlight of the UIP Online System is the ability for districts to access all of their schools' UIP contacts.


Improvement Plan Information


The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☐ State Accreditation
- ☐ Student Graduation and Completion Plan (Designated Graduation District)
- ☐ Title IA
- ☐ Title IIA
- ☐ Title III
- ☐ Gifted Education
- ☐ Other

 Save

School Contact Information



 Add Contact

Migration Tips: Section II: UIP Info



Schools and districts may copy and paste the information from the paper plan into this section, however, pay special attention to the questions asked in the UIP Online System as they have changed slightly from the paper plan. Schools and districts must actively indicate (by clicking each check box) the requirements that the UIP will satisfy. Examples of these requirements include: State Accreditation, Title I Focus School, Tiered Intervention Grant (TIG), etc. Districts will also use this section to indicate the contact information for all relevant school personnel. Schools should include personnel that draft, revise and need information related to the UIP.

Section III: Data Narrative

This section is accessed by clicking on the Section III tab, then clicking through the sub-navigation. While the paper UIP includes two worksheets and an open-ended box for the narrative, the online UIP includes six smaller components that the Online System weaves together to create the Data Narrative: (1) Brief Description; (2) Prior Year Targets; (3) Current Performance; (4) Trend Analysis; (5) Priority Performance Challenges; and (6) Root Causes.

[Demo District UIP 2016-17](#)
District: **Demo District** | Org ID: **0000** | Framework:

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative

Brief Description

Prior Year Targets

Current Performance

Trend Analysis

Priority Performance Challenges

Root Causes

Section III: Narrative on Data Analysis and Root Cause Identification

☐ Complete & Ready to submit

Section III: First tab – UIP Narrative

The first tab of Section III is the UIP Narrative summary page. As a school or district completes the UIP, this page populates with all components of the Data Narrative. Schools and districts also utilize this page as a launch pad for beginning each step of the Data Narrative. It is important to complete the Data Narrative in order, as each step builds on itself. Specifically, trends chosen as “notable” update in the Priority Performance Challenge (PPC) page for reflection. As the school or district writes/updates PPCs, PPCs populate in the Root Cause (RC) section to make distinct connections. Schools or districts may add additional narrative at the end in the “Additional Narrative/Conclusion” section.

Brief Description

[Begin Brief Description Narrative](#)

Prior Year Targets

[Begin Prior Year Targets](#)

Current Performance

[Begin Current Performance Narrative](#)

Trend Analysis

[Begin Trend Analysis](#)

Priority Performance Challenges

[Begin Priority Performance Challenge Narrative](#)

Root Causes

[Begin Root Cause Narrative](#)

Additional Narrative / Conclusion

[Add Additional Narrative](#)

Next >

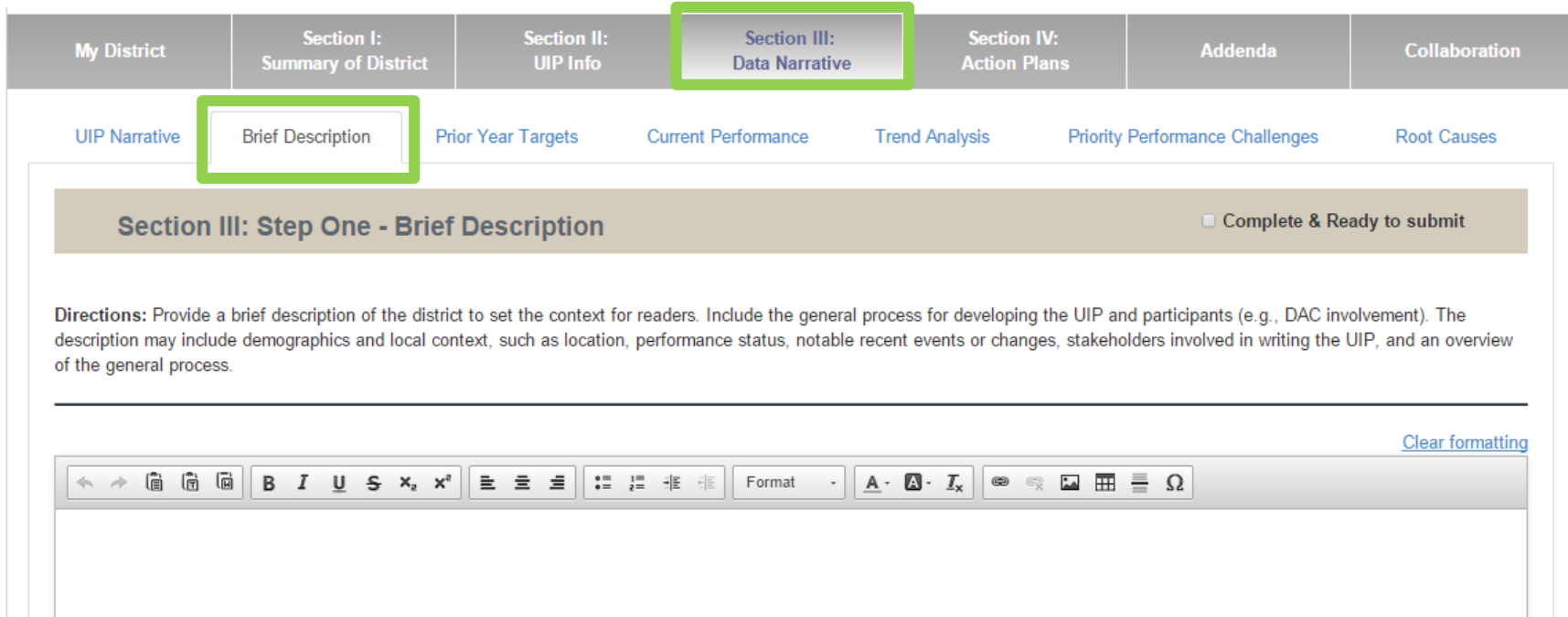
Migration Tips: Section III: Data Narrative



Schools and districts may copy and paste the data narrative from the paper plan into this section. It should be noted that the paper plan includes one large area to complete all data narrative requirements while the Online System divides this section into seven steps automatically woven together to create the Data Narrative. Therefore, for schools and districts to copy and paste this information into the system, they must parse out each of these “sub-sections” from the open-ended narrative box of the paper plan.

Section III: Step One – Brief Description

Schools and districts use this step to provide context and begin the narrative.



The screenshot shows the UIP Online System interface. The top navigation bar has tabs for 'My District', 'Section I: Summary of District', 'Section II: UIP Info', 'Section III: Data Narrative' (highlighted with a green box), 'Section IV: Action Plans', 'Addenda', and 'Collaboration'. Below this, the 'Section III: Data Narrative' tab is active, showing sub-tabs: 'UIP Narrative', 'Brief Description' (highlighted with a green box), 'Prior Year Targets', 'Current Performance', 'Trend Analysis', 'Priority Performance Challenges', and 'Root Causes'. The main content area is titled 'Section III: Step One - Brief Description' and includes a 'Complete & Ready to submit' checkbox. Below the title is a 'Directions' section explaining the purpose of the brief description. At the bottom is a rich text editor with various formatting tools like bold, italic, underline, and text color.

Migration Tips: Section III: Brief Description



Copy and paste (or draft) the brief description of the district from the data narrative in the paper plan. The brief description sets the context for the readers and may include demographics, local data, performance status, notable recent events or changes, stakeholders involved in drafting/updating the UIP and an overview of the general improvement process. In the online system, the Brief Description is housed in a rich text box, therefore cutting and pasting should operate similarly to working in a word document.

Section III: Step Two –Prior Year Targets

In this step, schools and districts add prior year targets per Performance Indicator (Academic Achievement, Academic Growth, etc.) and then provide a reflection on why those specific targets were chosen and whether or not the targets were met and why. This reflection becomes part of the overall narrative. In future years, the online UIP will copy over the previous year’s targets, allowing for ease in updating and revising the plan from year to year.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step Two - Prior Year Targets

☐ Complete & Ready to submit

Directions: Consider the previous year’s progress toward the district’s targets. Identify the overall magnitude of the district’s performance challenges.

Note: The first year in using the online UIP, the district must copy and paste the previous years’ targets into the system. In subsequent years, the online system will copy over the previous year’s targets automatically.

Performance Indicator: Academic Achievement (Status)

[Add Additional Prior Year Target for Academic Achievement (Status)]

Provide Overall Reflection on Targets for Academic Achievement (Status):

✎
Write Reflection on Targets for Academic Achievement (Status)

Performance Indicator: Academic Growth

[Add Additional Prior Year Target for Academic Growth]

Provide Overall Reflection on Targets for Academic Growth:

✎
Write Reflection on Targets for Academic Growth

Migration Tips: Section III: Prior Year's Targets



Schools and districts should copy and paste the targets into the Online System by clicking “Add Additional Prior Year Target...” per indicator. Underneath each target is a dedicated area for schools and districts to reflect on the targets. This reflection will pull into the overall Narrative section. In future years, the targets listed in section IV can be populated into this section.

Section III: Step Three – Current Performance.

Schools and districts use this rich text box to reflect on current performance. This reflection is automatically added to the overall data narrative.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes
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Section III: Step Three - Current Performance

☐ Complete & Ready to submit

Directions: Review the DPF and local data. Document any areas where the district 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 [DISH](#) and the [School Dashboard](#). Consulting local data is also very important to this section.

[Clear formatting](#)

Migration Tips: Section III: Current Performance



Schools and districts begin this section by clicking on “Begin Current Performance Narrative” on the UIP Narrative Tab in Section III. The Current Performance section is a rich text box where schools and districts may enter information to complete the section. In a school or district’s paper plan, “Current Performance” information exists in the large narrative box after Worksheet’s #1 and #2. Therefore, schools and districts should only copy and paste this information if the current performance section reflects on and examines data from the 2016-17 school year.

In this section, it is most critical for schools to document the areas where the school and district did not at least meet state/federal expectations. At a minimum, schools and districts should consider their prepopulated report, Performance Frameworks and local data. The DISH and the School Dashboard may be other good resources.

Section III: Step Four – Trend Analysis

Trend Analysis includes three components: (1) writing the trend statement; (2) identifying the trend direction; and (3) identifying whether or not the trend is “notable.” New to the Online System is the ability to identify the trend direction from a drop down menu (e.g. stable, increasing, decreasing). Once a district makes an identification, an icon representing the trend direction appears. Additionally, selected notable trends populate in the subsequent Priority Performance Challenge step, allowing schools and districts to reflect on notable trends when developing PPCs.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes
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Section III: Step Four - Trend Analysis

☐ Complete & Ready to submit

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 four 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 reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)”

Performance Indicator: Academic Achievement (Status)

Middle school students are on a slight decline in reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)

Trend Direction: **Decreasing** - Notable Trend: **Yes**

Edit
 Delete

A notable trend must be marked “Yes” to appear in the final UIP

[Add Additional Trend Statement to Academic Achievement (Status)]

Migration Tips: Section III: Trend Analysis



In the paper plan, trend analysis is completed on Worksheet #2. Schools enter a “Description of Notable Trends” in the first column of the chart. Trends are organized by performance indicator. Similarly, the Online System requires schools to draft trends by performance indicator. Trends should consider three years of state and local data.

Schools and districts copying and pasting trends in the Online System should consult Worksheet #2 in the paper plan and determine whether or not the statements must be updated or rewritten based on any new data since the trends were drafted. Schools and districts then click on the “Add Additional Trend Statement to [performance indicator].” Schools and districts must complete three steps when adding a trend statement: (1) enter the trend statement; (2) identify the “Trend Direction” from the drop down menu (this is a new feature of the Online System); and (3) click Yes or No to identify whether or not it is a Notable Trend (also a new feature). Any “Notable Trends” are populated at the top the Priority Performance Challenges page.

Section III: Step Five – Priority Performance Challenges

Any trends marked “notable” in step four appear at the top of this page. Schools and districts use these notable trends to narrow the plan’s focus on the school and district’s greatest performance challenges. To add PPCs, schools and districts select the “Add Performance Challenge” button. Once schools and districts generate PPCs, schools and districts provide a rationale explaining why these challenges were selected. As with previous steps, the PPC and rationale automatically populate in the data narrative.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes
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Section III: Step Five - Priority Performance Challenges

☐ Complete & Ready to submit

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.

Notable Trends:
(from previous section)

Any notable trend marked “Yes” in the previous section

Academic Achievement (Status): Middle school students are on a slight decline in reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)

Performance Challenge(s)


Reading Achievement and Growth
Reading performance, including growth (MGP 25) and achievement, (%P/A =20) has been stable and substantially below minimum state expectations for over five years across all grade levels (4-6).

[Edit](#) [Delete](#)

[\[Add Performance Challenge\]](#)

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

[Clear formatting](#)



Migration Tips: Section III: Priority Performance Challenges



Respond to the Notable Trends that have populated at the top of the page with your Priority Performance Challenges (PPCs). Like Notable Trends, PPCs reside on Worksheet #2 in the paper plan in the second column. For schools and districts copying and pasting information from the 2015-16 plan, revise PPCs based on the most up to date performance data. Schools and districts should also note that the Online System requires both a “Name” and “Description” for PPCs. The “Name” will populate on the first page of the plan to show the relationship between Root Causes and Major Improvement Strategies. Therefore, it is important for schools and districts to use a succinct, yet sufficiently descriptive “Name.” Once PPCs (Name and Description) are entered into the plan, schools and districts must also provide a rationale for why the specific PPCs are the focus of the plan. For schools and districts copying and pasting, rationale for PPCs most likely exist in the Data Narrative of the paper plan.

Section III: Step Six – Root Causes

In the Root Cause step, the plan continues to build on itself as all PPCs from the previous step automatically populate. In this step, schools and districts identify the Root Cause(s) of their PPCs. The Online System's functionality allows schools and districts to create associations between the PPCs and the Root Cause(s) by either adding or associating (an already created) Root Cause. Another helpful feature of the Online System – should a Root Cause correspond with one or more PPCs, schools and districts may "Associate an Already Existing Root Cause." Once schools and districts create/associate Root Causes, provide a rationale for why those Root Causes were selected. Again, the Root Causes and corresponding rationale will merge into the overall data narrative.

My School	Section I: Summary of School	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step Six - Root Causes

✔ Complete & Ready to submit

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.

Priority Performance Challenge: Low growth in Elementary Math
 After examining the Data Analysis, trends showed persistently low growth (MGP below 50) in grades 3-6.

Root Cause (s) Associated with this Performance Challenge [[Add / Associate Root Cause](#)]

Curriculum - Current curriculum and scope/sequence are tied to textbooks and other resources as opposed to state standards has caused gaps in student performance. There is a need to use best practices and research-based progress monitoring to help students achieve grade-level expectations.

✎ Edit
- Unassociate
✕ Delete

Edit: Alter the existing Root Cause

Un-associate: Remove relationship but keep Root Cause in the system

Delete: Remove Root Cause from the system

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

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Format

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Root Cause Identification and Verification The root causes were identified by the staff members after many discussions on Data Analysis and Trends. D&AC did a "shoulder

Migration Tips: Section III: Root Causes



The Online System also carries forward the PPCs to the Root Cause tab. Root causes in the paper plan are found in Worksheet #2. If the Root Causes in the paper plan are the same and correlate with the PPCs, schools and districts may simply cut and paste root causes from the paper plan and attach to the corresponding PPC. Simply click “Add/Associate Root Cause” under the appropriate Priority Performance Challenge. Should a Root Cause apply to more than one PPC, once the Root Cause is entered into the Online System, it will appear in the dropdown of the “Add/Associate Root Cause” button.

As mentioned earlier, as a school or district completes each step of Section III: Data Narrative, the summary page populates with all completed components of the narrative. Schools and districts may continue to edit the Data Narrative steps by accessing all components on this summary page.

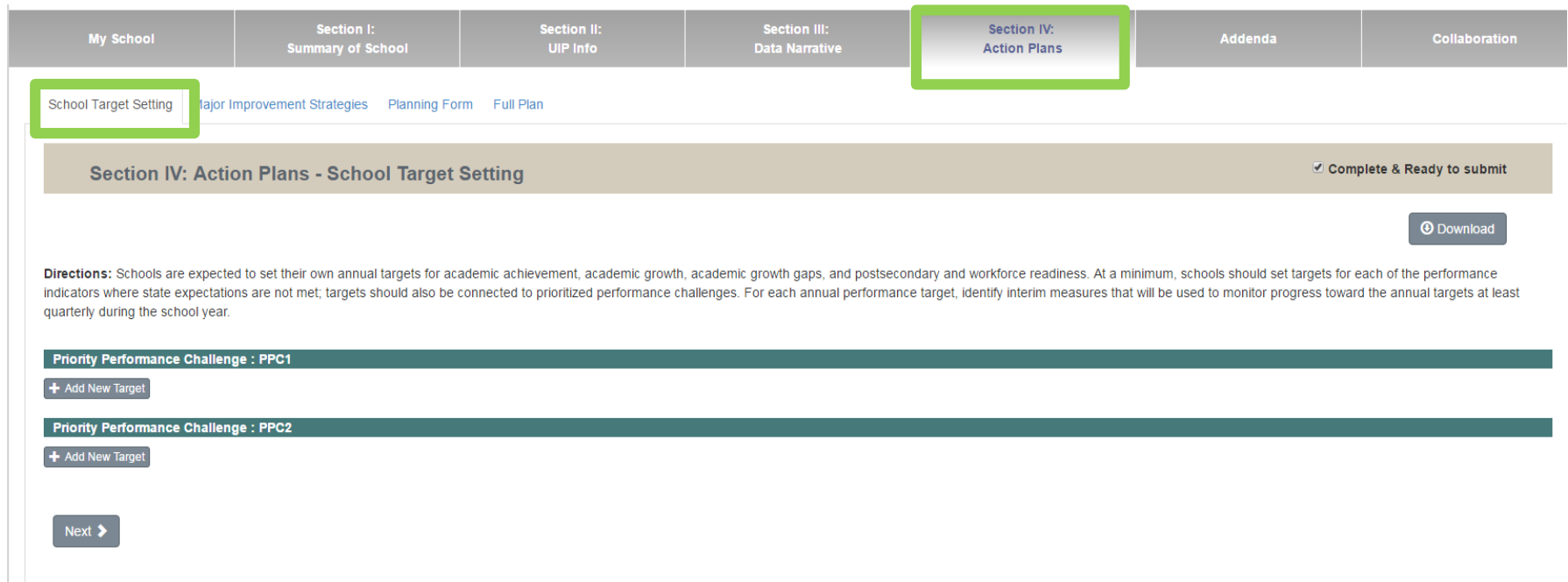
Once a school or district completes Section III: Data Narrative, move to Section IV: Action Plans. Section IV includes two sub tabs: District Target Setting Form and Planning Form.

Section IV: Action Plans

Two tabs make up the Action Planning section of the Online System: (1) School/District Target Setting Form and (2) Planning Form. These online forms are equivalent to the same forms in the paper plan.

Section IV: Target Setting

Schools and districts use this section to set targets for the current and upcoming school years, per academic indicator.



The screenshot displays the user interface for the 'Section IV: Action Plans' section. At the top, a navigation bar includes tabs for 'My School', 'Section I: Summary of School', 'Section II: UIP Info', 'Section III: Data Narrative', 'Section IV: Action Plans' (which is highlighted with a green box), 'Addenda', and 'Collaboration'. Below this, a sub-navigation bar shows 'School Target Setting' (highlighted with a green box), 'Major Improvement Strategies', 'Planning Form', and 'Full Plan'. The main content area is titled 'Section IV: Action Plans - School Target Setting' and includes a status indicator 'Complete & Ready to submit' and a 'Download' button. The 'Directions' section states: 'Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, 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.' Below the directions, there are two sections for 'Priority Performance Challenge : PPC1' and 'Priority Performance Challenge : PPC2', each with an 'Add New Target' button. A 'Next' button is located at the bottom left.

The area to add targets will display after the author has created priority performance challenges on Section III, Priority Performance Challenges. For each target, select the Priority Performance Challenge; identify the metric; include the target for the current and upcoming year; and add interim measure(s). The targets set in this form for the current year automatically transfer to Section III: Reflection on Previous Year's Targets. This is another time-saving step for districts as they revise and update their UIP throughout their continuous improvement cycle.

Priority Performance Challenge : Reading proficiency in FRL and SWD

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Math Growth 4th and 5th Grade Increase to 35%tile rank and meet state expectations
	2017-2018:	Meet state expectations for 3rd through 5th grades
Interim Measures for 2016-2017:		NWEA quarterly scores Grade level Common Assessments (Unit Tests)

 Edit  Delete

Migration Tips: Section IV: Target Setting



To add targets, click on the “Add” link under each indicator. For example, if a school or district intends to add a target under the first Priority Performance Challenge, simply click “Add New Academic Growth Target.” This will open a new form that includes the following:

Performance Indicator: Select from a drop down menu. Copy and paste not necessary.

Subject: Select from a drop down menu. Copy and paste not necessary.

2016-17: Copy and paste applicable target from 2015-16 plan. These targets exist in Section IV: Action Plan, in the target setting form.

2017-18: Enter a new target.

Interim Measures: Enter new interim measures.

Section IV: Action Plans- Planning Form

Use the Planning Form to create the Action Plan. First, add the Major Improvement Strategy.

My School	Section I: Summary of School	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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School Target Setting **Major Improvement Strategies** Planning Form Full Plan

Section IV: Action Plans - Major Improvement Strategies

☒ Complete & Ready to submit

Download

Directions: Identify the major improvement strategy(s) for 2016-2017 and 2017-2018 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.

Root Cause(s):

Curriculum

+ Add Major Improvement Strategy

< Previous

Next >

Once a school or district populates a Major Improvement Strategy (and the associated accountability provisions), either add a Root Cause or associate the appropriate Root Cause(s). To add a Root Cause, select “Add Root Cause” under the Root Cause label on the left hand side of the screen. To associate an existing Root Cause, select “Associate Root Cause” found within the Root Cause “box.”

Major Improvement Strategy: Align Reading Curriculum

Edit Improvement StrategyDelete Improvement Strategy

MIS Description

Curriculum will be aligned between district schools, as well as aligned to the Colorado Academic Standards.

Root Cause

Add Root Cause

Select existing Root Cause

Reading Curriculum ▼

Cancel

Associate Root Cause

Accountability Provisions

- State Accreditation

Once schools or districts select Root Cause(s), begin to add Action Steps associated with the Major Improvement Strategies on the next tab, “Planning Form”.

Major Improvement Strategy: Align Reading Curriculum

Edit Improvement StrategyDelete Improvement Strategy

MIS Description

Curriculum will be aligned between district schools, as well as aligned to the Colorado Academic Standards.

Root Cause

Add Root Cause

Reading Curriculum: The curriculum for reading is not aligned with other district schools, nor the Colorado Academic Standards.

Edit

Delete

Accountability Provisions

- State Accreditation

Add Action Step

In an effort to add additional flexibility to the online action plan, the Improvement Planning unit has altered the structure of Section IV: Action Plans. Updates have been made to the Major Improvement Strategy tab, and Implementation Benchmarks are no longer a subset of an Action Step. Now, Implementation Benchmarks are separated out, and can be associated in multiple ways with each Action Step.

Part 1: Major Improvement Strategies

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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School Target Setting | Major Improvement Strategies | Planning Form | Full Plan

Section IV: Action Plans - Major Imp

Directions: Identify the major improvement strategy(s) for the district. For each strategy, identify the root cause(s) that the action steps will address the root causes determined in the data narrative. For each major improvement strategy, identify the accountability provision or grant opportunity it will address.

☐ Complete & Ready to submit
 Download

Root Cause(s):

Lack of communication between staff

New! Review Root Causes before associating with the MIS

Major Improvement Strategy: Develop Professional Learning Communities (PLC)

Edit Improvement Strategy Delete Improvement Strategy

Describe what success will look like:

All educators will have attended at least 4 PLC meetings during the school year in their subject or grade level, and will report increased learning, resource availability, and support from their peers.

Root Cause

Add Root Cause

Lack of communication between staff: Staff do not share information, curriculum, or plan strategies to ensure all students are learning the same curriculum and ensure vertical integration between grade levels.

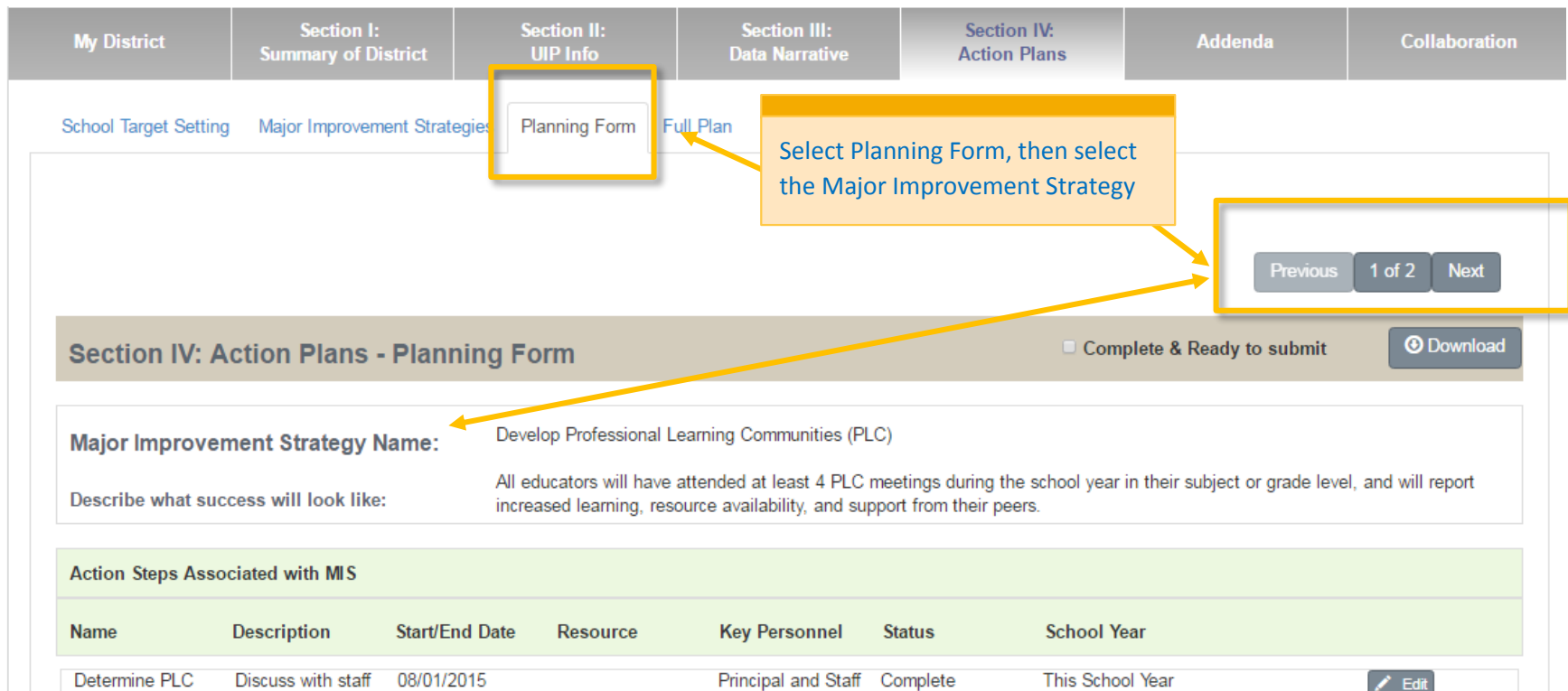
Edit Delete

New! Describe what success will look like

- State Accreditation - Title IIA - Title III

Part 2: Planning Form

Action Steps have remained the same, and all data will migrate over from last year when you hit the ‘Copy from Last Year’ button on the My District Tab. First, go to the Major Improvement Strategy you would like to write an Action Plan for.



The screenshot shows the 'Section IV: Action Plans' tab selected in the top navigation bar. Below the navigation bar, there are links for 'School Target Setting', 'Major Improvement Strategies', 'Planning Form', and 'Full Plan'. The 'Planning Form' link is highlighted with a yellow box. A yellow callout box with an arrow pointing to it contains the text: 'Select Planning Form, then select the Major Improvement Strategy'. To the right of the callout, there is a yellow box around the 'Previous', '1 of 2', and 'Next' navigation buttons. Below these, the main form area is titled 'Section IV: Action Plans - Planning Form'. It includes a checkbox for 'Complete & Ready to submit' and a 'Download' button. The form contains two main sections: 'Major Improvement Strategy Name:' with the value 'Develop Professional Learning Communities (PLC)' and 'Describe what success will look like:' with the text 'All educators will have attended at least 4 PLC meetings during the school year in their subject or grade level, and will report increased learning, resource availability, and support from their peers.' Below these is a section titled 'Action Steps Associated with MIS' which contains a table with the following data:

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Determine PLC	Discuss with staff	08/01/2015		Principal and Staff	Complete	This School Year

An 'Edit' button is located at the bottom right of the table.

Part 3: Action Steps and Implementation Benchmarks

Below the Major Improvement Strategy is where you will write the Action Plan, including Action Steps and Implementation Benchmarks

Action Steps Associated with MIS							
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	
Determine PLC leads	Discuss with staff who will be the 'point person' for each PLC	08/01/2015 08/31/2015		Principal and Staff	Complete	This School Year	Edit Delete
Designate PLC committees	Decide which subjects and grade spans the PLCs should cover	08/12/2015 08/31/2015		Principal and AP	Complete	This School Year	Edit Delete
Schedule PLC meetings	Find location, dates, and availability	09/01/2015 09/15/2016	building space	Asst. Principal	Complete	This School Year	Edit Delete
PLC Meetings	4 PLC meetings per staff per year	10/28/2015	building space, aux budget	All Educators	In Progress	This School Year	Edit Delete

[+ Save Order](#)

Drag and drop to re-order, and hit 'Save Order' to save!

Click here to add a new Action Step or Implementation Benchmark

[+ Add Action Step](#)

Implementation Benchmark Associated with MIS							
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year	
PLC Meetings,	Ensure PLC Meetings are taking place	90% of PLC meetings will take place at their scheduled time.	09/01/2015 07/31/2016 Monthly	Asst. Principal	Partially Met	This School Year	Edit Delete

[+ Save Order](#)

[+ Add Benchmark](#)

Part 4 – Associate Action Steps and Implementation Benchmarks

Once you have written Action Steps and Implementation Benchmarks, they can be associated together in any way that makes sense to you. This may be 1 Implementation Benchmark to 5 different Action Steps, or 1 Action Step to 5 different Implementation Benchmarks, or no association at all!

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Determine PLC leads	Discuss with staff who will be the 'point person' for each PLC	08/01/2015 08/31/2015		Principal and Staff	Complete	This School Year
Designate PLC committees	Decide which subjects and grade spans the PLCs should cover	08/12/2015 08/31/2015		Principal and AP	Complete	This School Year
Schedule PLC meetings	Find location, dates, and availability	09/01/2015 09/15/2016	building space	Asst. Principal	Complete	This School Year
PLC Meetings	4 PLC meetings	10/28/2015 6/2/2016	building	All Educators	In Progress	This School Year

-- None --

Ensure PLC M

Update

Cancel

Save Order

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End Date	Key Personnel	Status	School Year
PLC Meetings,	Ensure PLC Meetings are taking place	90% of PLC meetings will take place at their scheduled time.	09/01/2015 07/31/2016 Monthly	Asst. Principal	Partially Met	This School Year

1

2

3!

Implementation Benchmarks (1) associate with Action Steps using the Grey Box (2). Associated Action Steps then appear next to the Implementation Benchmark (3!).

Edit

Delete

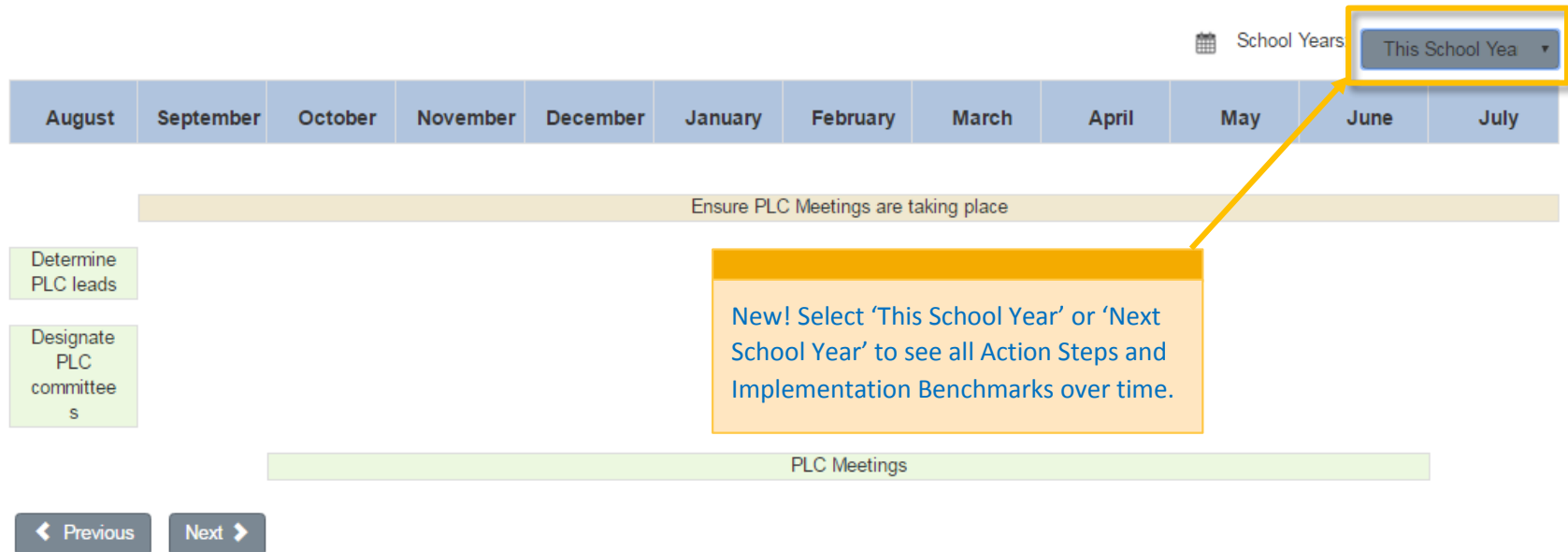
Add Benchmark

Save Order

28

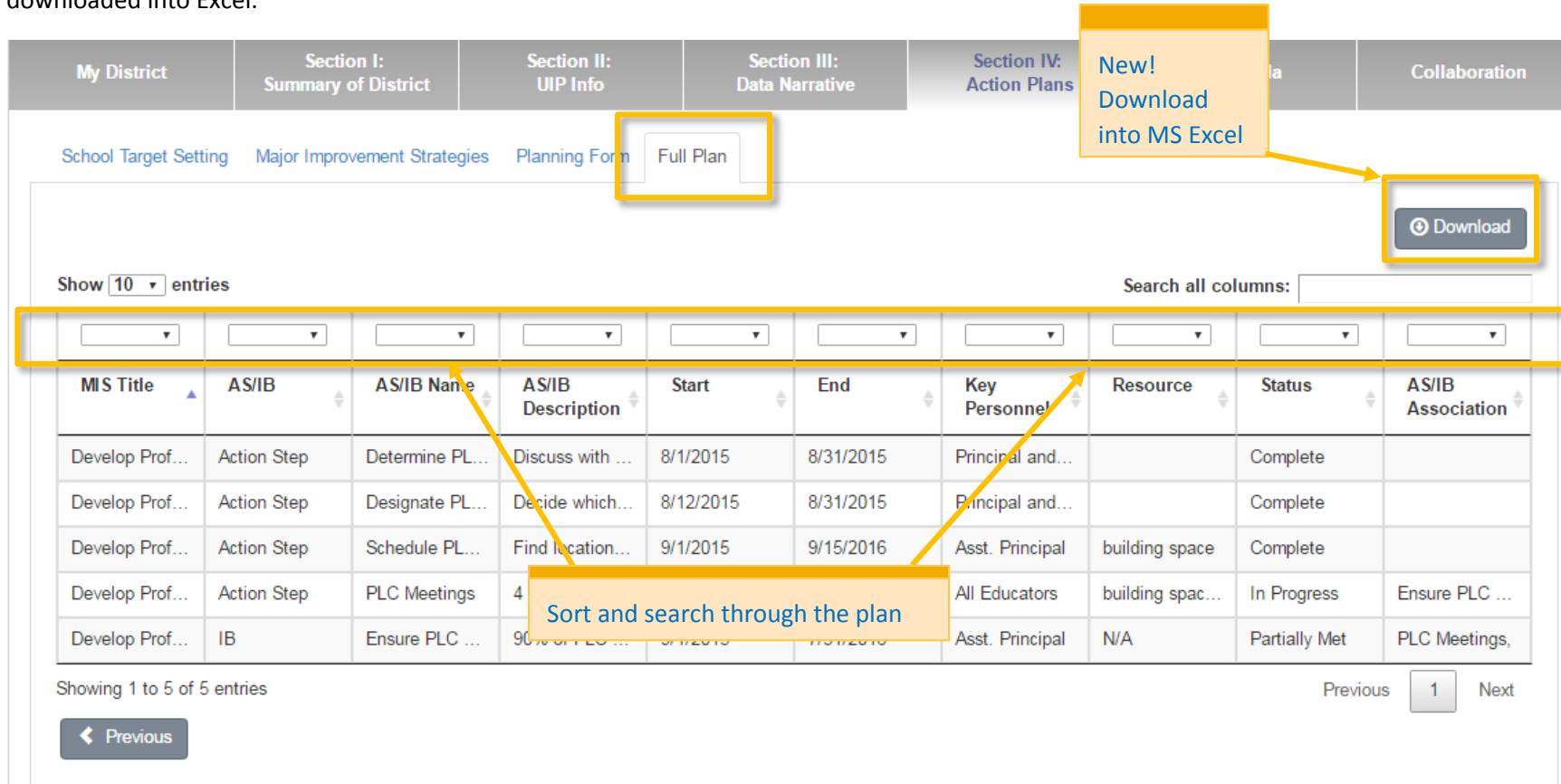
Part 5 -Gantt Chart

At the bottom of every Action Plan, there is a Gantt Chart calendar that shows you every item planned for the school year, including what month(s), the span, and the type of action. Implementation Benchmarks are orange, while Action Steps are green.



Part 6- Full Plan

This tab displays the Action Steps and Implementation Benchmarks for every Major Improvement Strategy in one sortable list. This can also be downloaded into Excel.



Section IV: Action Plans

School Target Setting Major Improvement Strategies Planning Form **Full Plan**

[New! Download into MS Excel](#)

[Download](#)

Show **10** entries Search all columns:

MIS Title	AS/IB	AS/IB Name	AS/IB Description	Start	End	Key Personnel	Resource	Status	AS/IB Association
Develop Prof...	Action Step	Determine PL...	Discuss with ...	8/1/2015	8/31/2015	Principal and...		Complete	
Develop Prof...	Action Step	Designate PL...	Decide which...	8/12/2015	8/31/2015	Principal and...		Complete	
Develop Prof...	Action Step	Schedule PL...	Find location...	9/1/2015	9/15/2016	Asst. Principal	building space	Complete	
Develop Prof...	Action Step	PLC Meetings	4			All Educators	building spac...	In Progress	Ensure PLC ...
Develop Prof...	IB	Ensure PLC ...	90% of PLC ...	8/1/2015	7/31/2016	Asst. Principal	N/A	Partially Met	PLC Meetings,

Showing 1 to 5 of 5 entries

[Previous](#) **1** [Next](#)

[Sort and search through the plan](#)

Migration Tips: Section IV: Planning Form



Because Unified Improvement Plans are two year plans, schools may find it fairly easy to cut and paste any action steps that are still relevant to the 2016-17 school year. First, enter the Major Improvement Strategy (both Name and Description required, similar to PPCs) and click the box(es) that the Major Improvement Strategy addresses (e.g., State Accreditation). Next, associate the applicable Root Cause(s). Then head to the Planning Form, click “Add Action Step” and complete the following: Name, Start/End Date, School Year, Resources, Key Personnel and Status. Next, you can add Implementation Benchmarks and complete the following: Name, Description, Start/End Date, Key Personnel, Status, and School Year. Finally, go back and edit the Action Step to build the Implementation Benchmark and Action Step relationship.

Section V: Addenda

The Addenda Section may include the following Addenda for districts: District Turnaround Status; Student Graduation and Completion Plan; ESEA; Title III; Gifted Education Program, and for schools: Turnaround; TIG; and Title I School Wide. Addenda are populated based on the school or district's grant and program requirements, therefore districts must complete any attached Addenda.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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Page 1 of 1

Section V: Supporting Addenda Forms

☐ Complete & Ready to submit

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Save

Description of Gifted Education Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	<div> <div> <div>←</div> <div>→</div> </div> <div> <div>B</div> <div>I</div> <div>U</div> <div>S</div> </div> <div> <div>🔗</div> <div>🖼️</div> </div> <div> <div>☰</div> <div>☷</div> <div>☰</div> </div> <div> <div>☰</div> <div>☷</div> <div>☰</div> </div> <div> <div>☰</div> <div>☷</div> <div>☰</div> </div> <div> <div>☰</div> <div>☷</div> <div>☰</div> </div> </div>

Migration Tips: Section V: Addenda Forms



Addenda in the Online System should look very similar to the paper plan. A district completing addenda should review the information existing in the paper plan, copying and pasting any appropriate information and updating or completing elements or requirements new for the 2016-17 school year.

Last Tab: Collaboration

Collaboration has two sub tabs- Chatter and UIP Feedback.


Chatter is a way for districts and schools to communicate about their improvement plans; school and district users to talk to each other; and CDE to comment on the plan. Use this section like a chat box. This chat will only be seen by users with access to the plan.


My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
<div> Chatter UIP Feedback </div> <div> <div> + Hide Feed </div> <div> <div> Post File Link More </div> <div> Write something... </div> <div> Share </div> </div> <div> <div> + Follow </div> <div> Followers </div> <div> No followers. </div> </div> <div> <div> Show All Updates </div> <div> There are no updates. </div> </div> </div>						

Submitting a Completed Plan

UIP Progress

UIP Component	Status
Section I	Ready to Submit
Section II	Ready to Submit
Section III	Ready to Submit
Section IV	In Progress
Gifted Education	In Progress

 Ready for Review

 Ready for SchoolView

As schools and districts complete each section, mark the “Complete & Ready to Submit” check box in the top bar. These check boxes correspond to the UIP Progress Bar on the first page of the Online System. As schools and districts complete each section, the UIP Progress Bar shows each section as “Ready to Submit.”

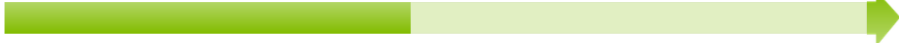
Similar to the UIP Progress bar, as schools and districts complete each section of the UIP, the UIP Elements progress bar populates with the district’s PPCs, RCs and MISs.

For schools: once the UIP is complete, hit the ‘ready for review’ which will indicate to the district that the UIP is ready for review before submission to CDE.

For districts: select ‘Ready for SchoolView’ for schools and districts that are ready to be posted. Refer to the District Administrator guide for more information on submission.

Click here to
submit to CDE
and/or submit for
public posting


UIP Timeline

Date	07/01/14	08/01/14	10/15/14	12/15/14	04/15/15
Progress					
Milestone	UIP Available Sec I Populated		Optional Review	Sec I Update	SchoolView Submit

UIP Progress

UIP Component	Status
Section I	Ready to Submit
Section II	In Progress
Section III	In Progress
Section IV	In Progress
Turnaround	In Progress

Priority Performance Challenge Mapping

 Copy from last year

Priority Performance Challenges	Root Cause	Major Improvement Strategies
• Reading Achievement and Growth	• Reading Curriculum	• Align Reading Curriculum
•		
•		

If you have any system problems, please contact the UIP Team:

Lisa Steffen (administrative, system, navigation questions)

Steffen_L@cde.state.co.us

303-866-6676

720-498-3020 (cell)

Kelly Stritzinger (general)

Stritzinger_K@cde.state.co.us

303-866-6108