



**COLORADO**

Department of Education

# Leveraging Unified Improvement Planning (UIP) to Meet the Needs of English Learners

*Tools, Resources, and Processes*

April 22, 2016

# Topics

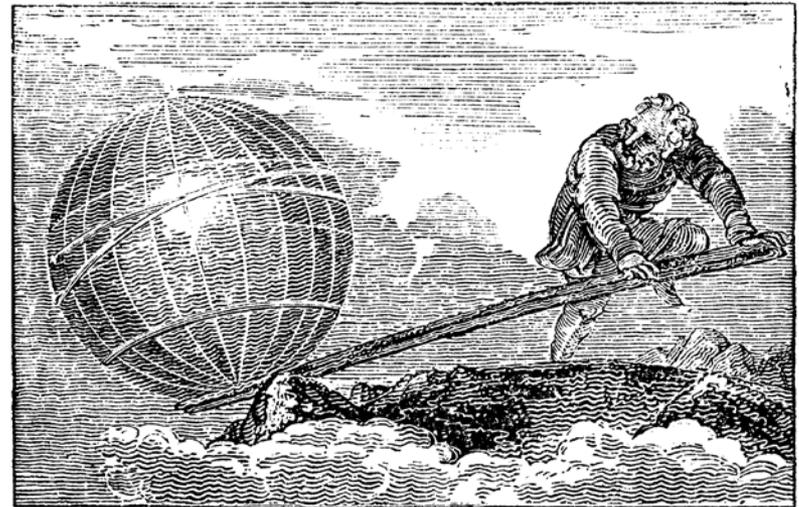
- **Introductions**
- **UIP Basics**
- **Specific Supports**
  - Title I School-wide Plan Requirements
  - Online UIP
  - Initiating a Culturally Responsive Dialogue Tool
- **Implications for local application**

# Introductions

- Erin Loften, Improvement Planning
  - Stacy Goodman, Federal Programs
  - Lulu Buck, Culturally and Linguistically Diverse Education
- 
- What is your experience/familiarity with Unified Improvement Planning?
  - Turn to a person next to you: What would your greatest aspiration be related to Unified Improvement Planning?

# Lever

- amplifies an input force to provide a greater output force, which is said to provide **leverage**
- stem of the verb *lever*, meaning "to raise"
- one of the six simple machines identified by Renaissance scientists



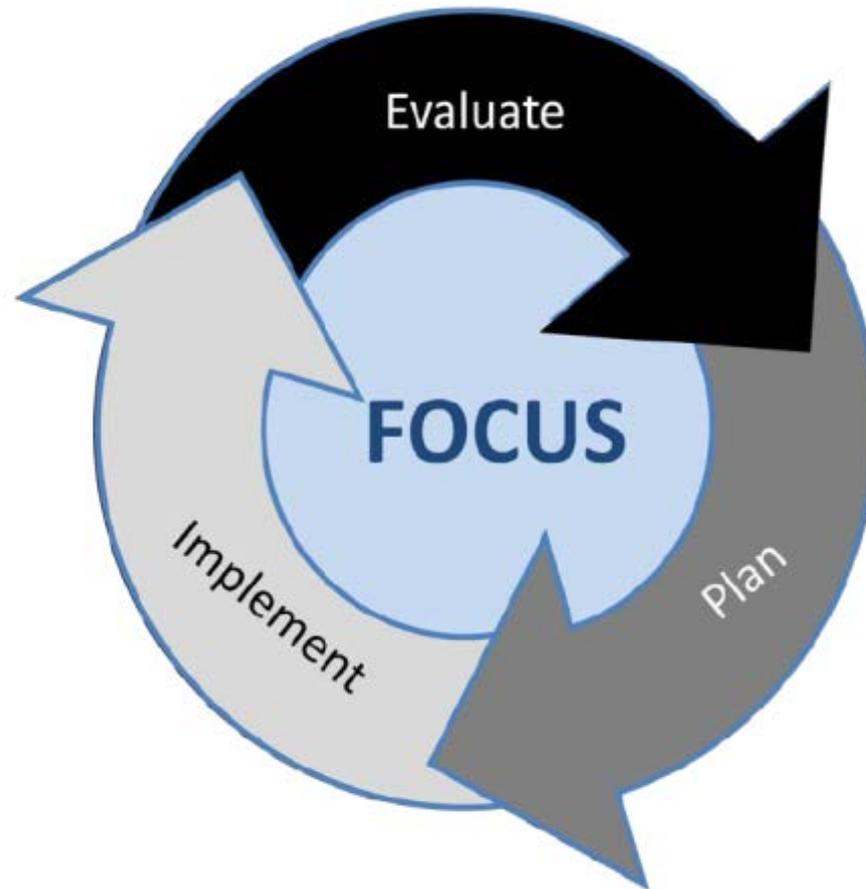
# Topics

- **Introductions**
- **UIP Basics**
- **Specific Supports**
  - Title I School-wide Plan Requirements
  - Online UIP
  - Initiating a Culturally Responsive Dialogue Tool
- **Implications for local application**

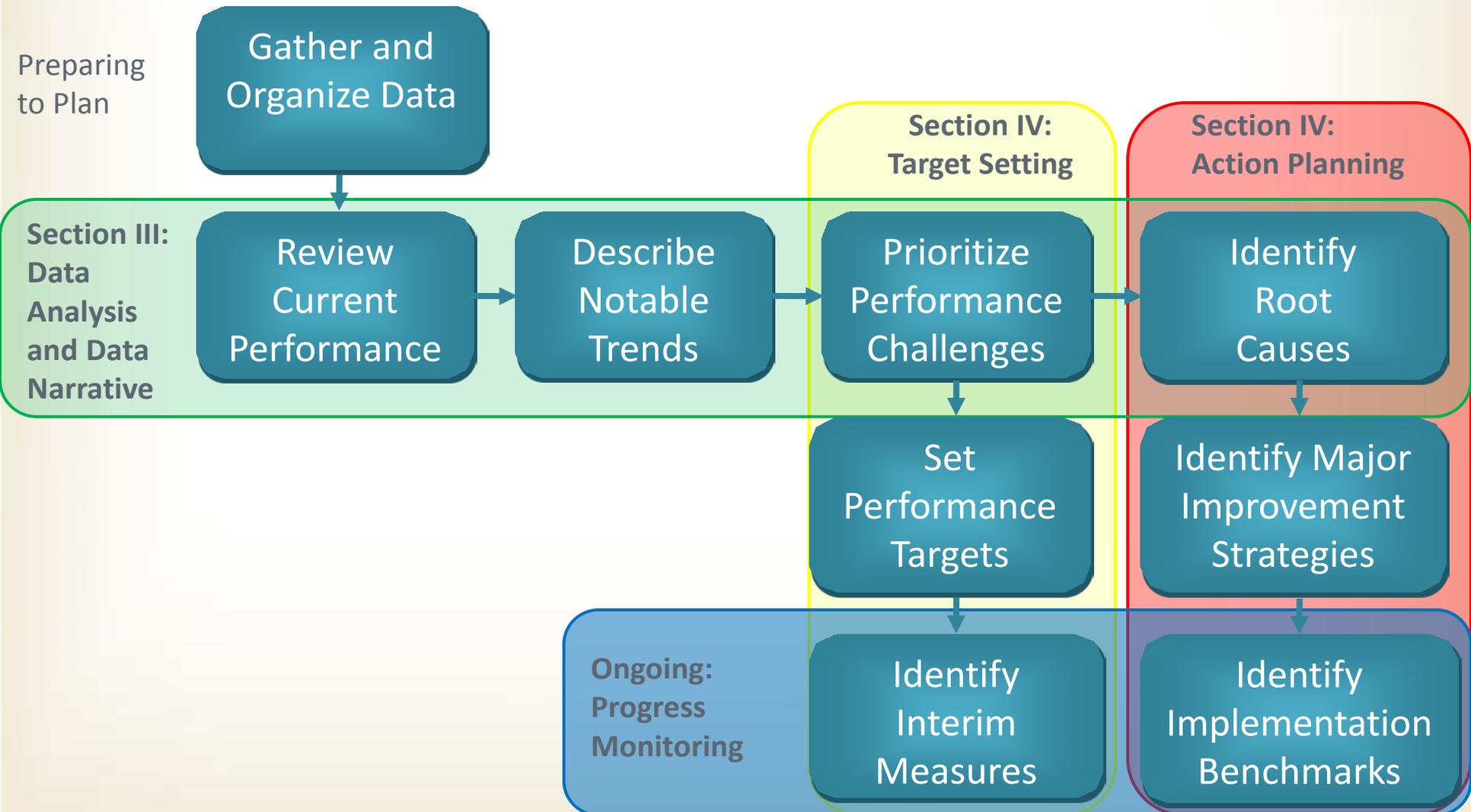
# What is Unified Improvement Planning?

<b>Alignment</b>	A system to align improvement planning requirements for state and federal accountability into a “single” plan.
<b>Documentation</b>	A common format for schools and for districts to document improvement planning efforts. Schools/districts on accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. Reviews conducted by CDE and the State Review Panel.
<b>Transparency</b>	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
<b>Best Practice</b>	A statewide strategy to promote improvement planning based on best-practice, including use of state and local data and engagement in a continuous improvement cycle.
<b>Support</b>	A mechanism for triggering additional supports through CDE (especially for schools/districts on accountability clock).

# Continuous Improvement



# Improvement Planning Process



# Data for Improvement Planning

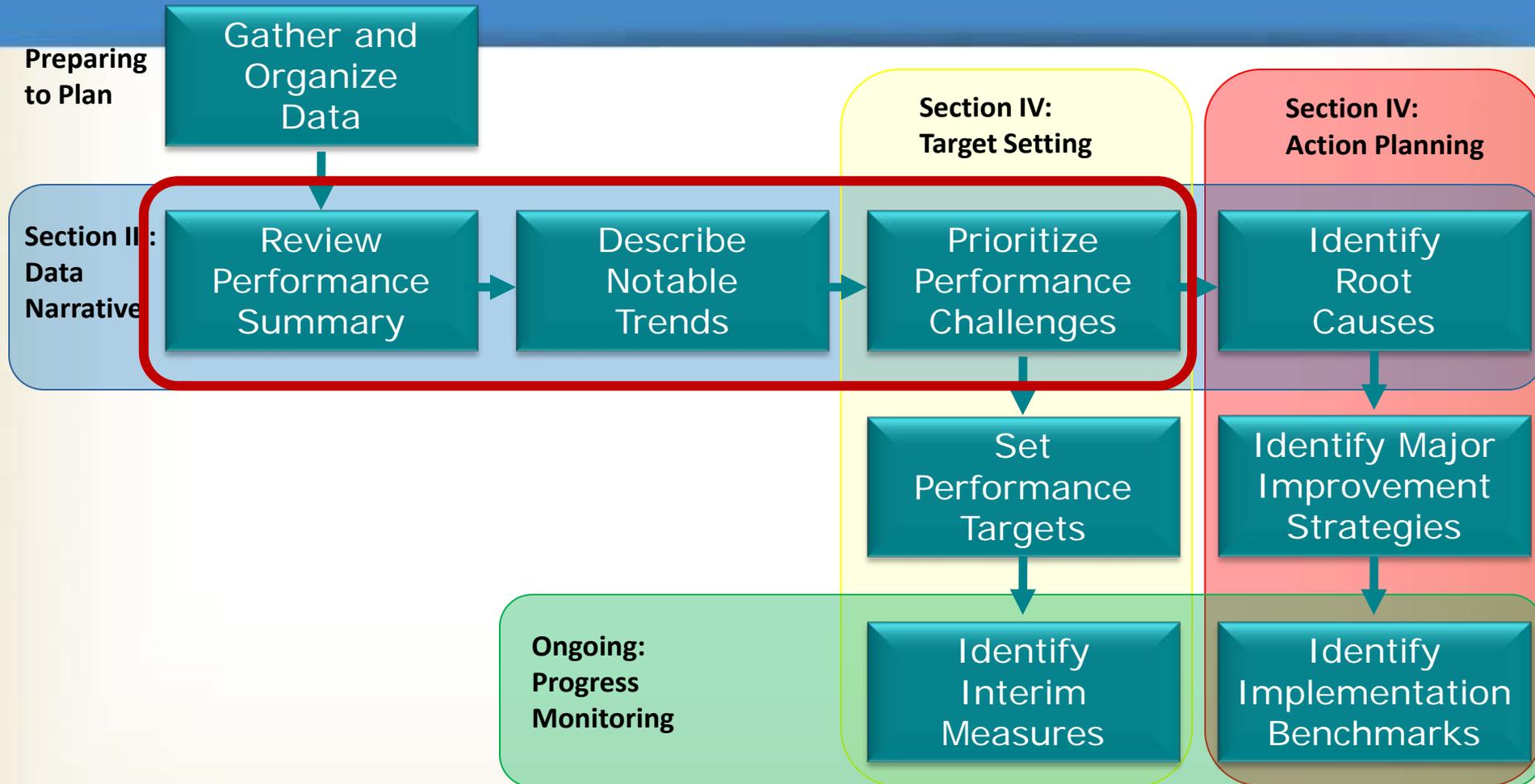
UIP: Trends, PPCs, Targets, Interim Measures

Performance Data	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> <li>Local (district) summative and interim assessment results</li> <li>Student work samples</li> <li>Classroom assessment results</li> <li>K-3 reading assessment results (required by the READ Act)</li> </ul>	<ul style="list-style-type: none"> <li>School locale and size of student population</li> <li>Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>Student mobility rates</li> <li>Staff characteristics (e.g., experience, attendance, turnover)</li> </ul>	<ul style="list-style-type: none"> <li>External school/district reviews</li> <li>Curriculum documents</li> <li>Instructional materials</li> <li>Observations of Instructional Practice</li> <li>Academic interventions available to students</li> <li>Student attendance</li> <li>Discipline referrals and suspension rates</li> <li>Schedules and class sizes</li> <li>Family/community involvement policies/practices</li> <li>Professional development (structure, participation, focus)</li> <li>Services and/or programs (e.g., Title</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>Perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>Self-assessment results</li> </ul>

UIP: Root Cause, Action Planning Implementation Benchmarks



# Unified Improvement Planning Processes



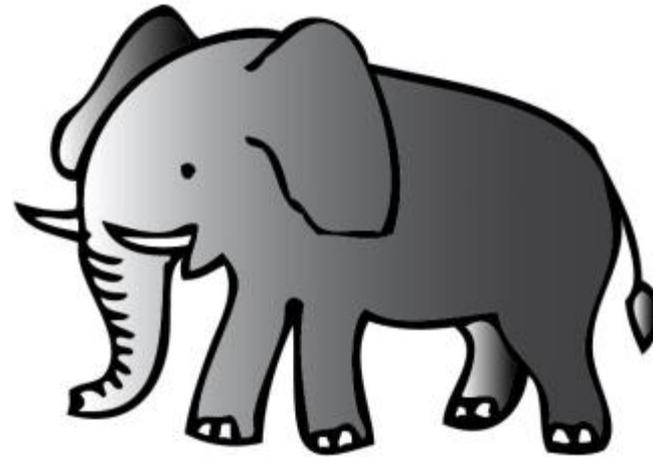
# Review Performance

- **Accountability**

- State (SPF/DPF)
- Federal

- **Local Expectations**

- Previous Targets
- Local Board
- Other?



# Data Analysis

## ■ Identify Trends

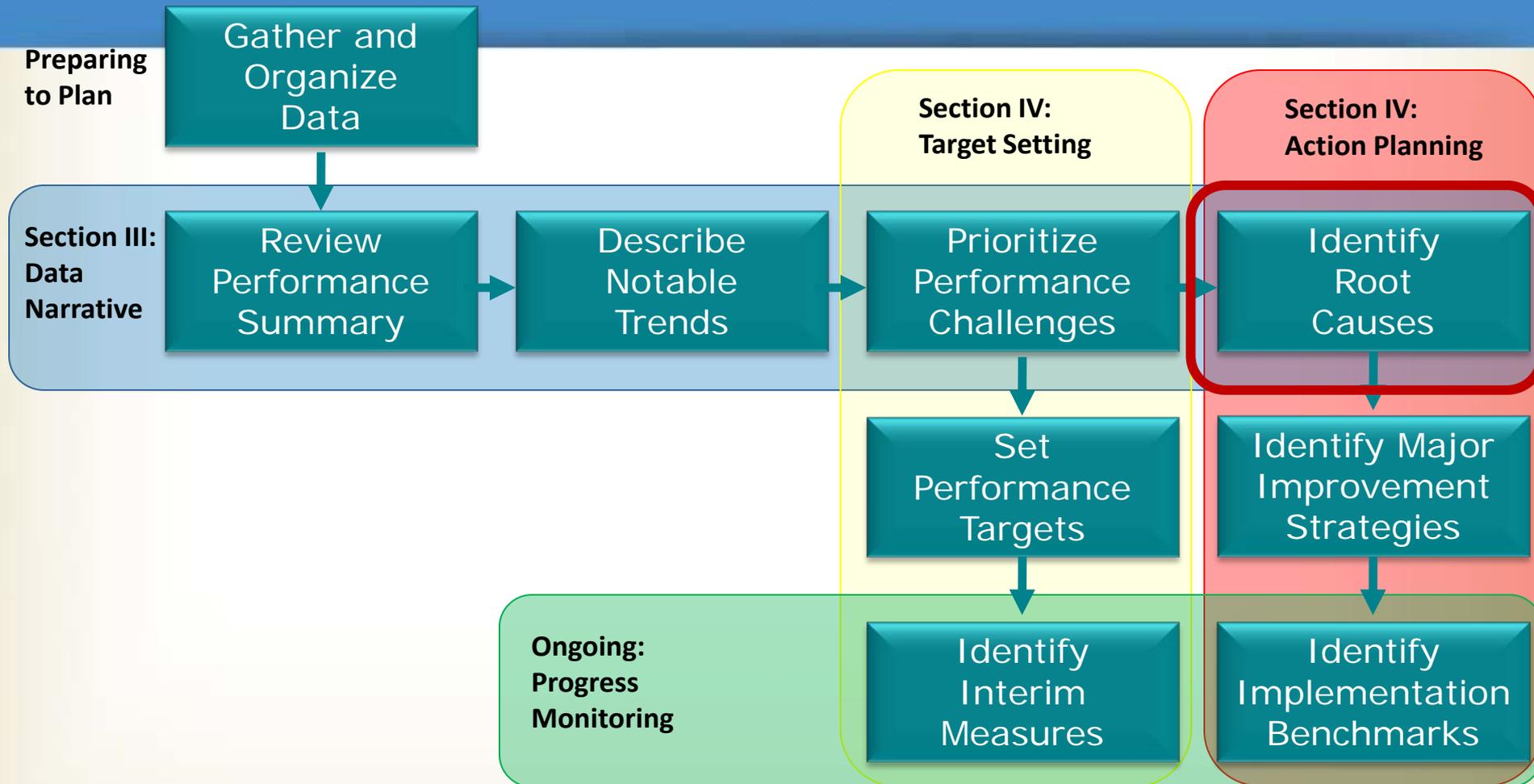
- Appropriate assessments
  - Language Development
  - Content Specific
- Disaggregations- EL's on IEP's, Gifted, Migrant, etc.
- Appropriate and relevant trends

## ■ Priority Performance Challenges

- Magnitude of challenge
- Overall school or district performance (e.g. Priority Improvement or Turnaround)
- Percentage of student populations



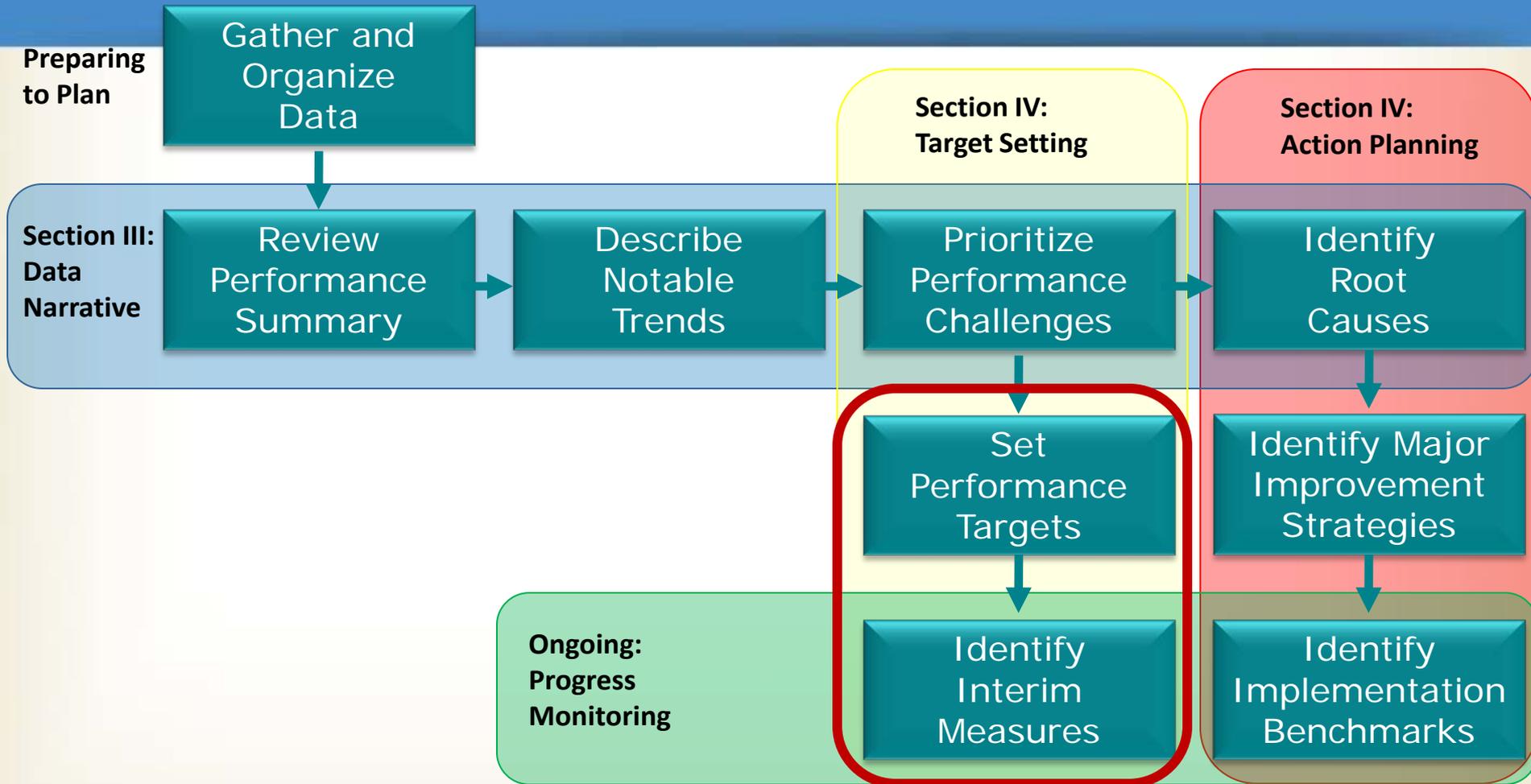
# Unified Improvement Planning Processes



# Root Cause Analysis

- **What do you know about the processes that support English Learners in your school or district?**
  - Program design-How are programs intentionally designed and implemented?
  - Interventions-For whom and how are interventions delivered?
  - Student experiences- How do students perceive their experiences?
- **What do you know about the needs of adults in the system to best meet the needs?**
  - **Rigor** – How are expectations conveyed?
  - **Skills**- What skills are needed?

# Unified Improvement Planning Processes



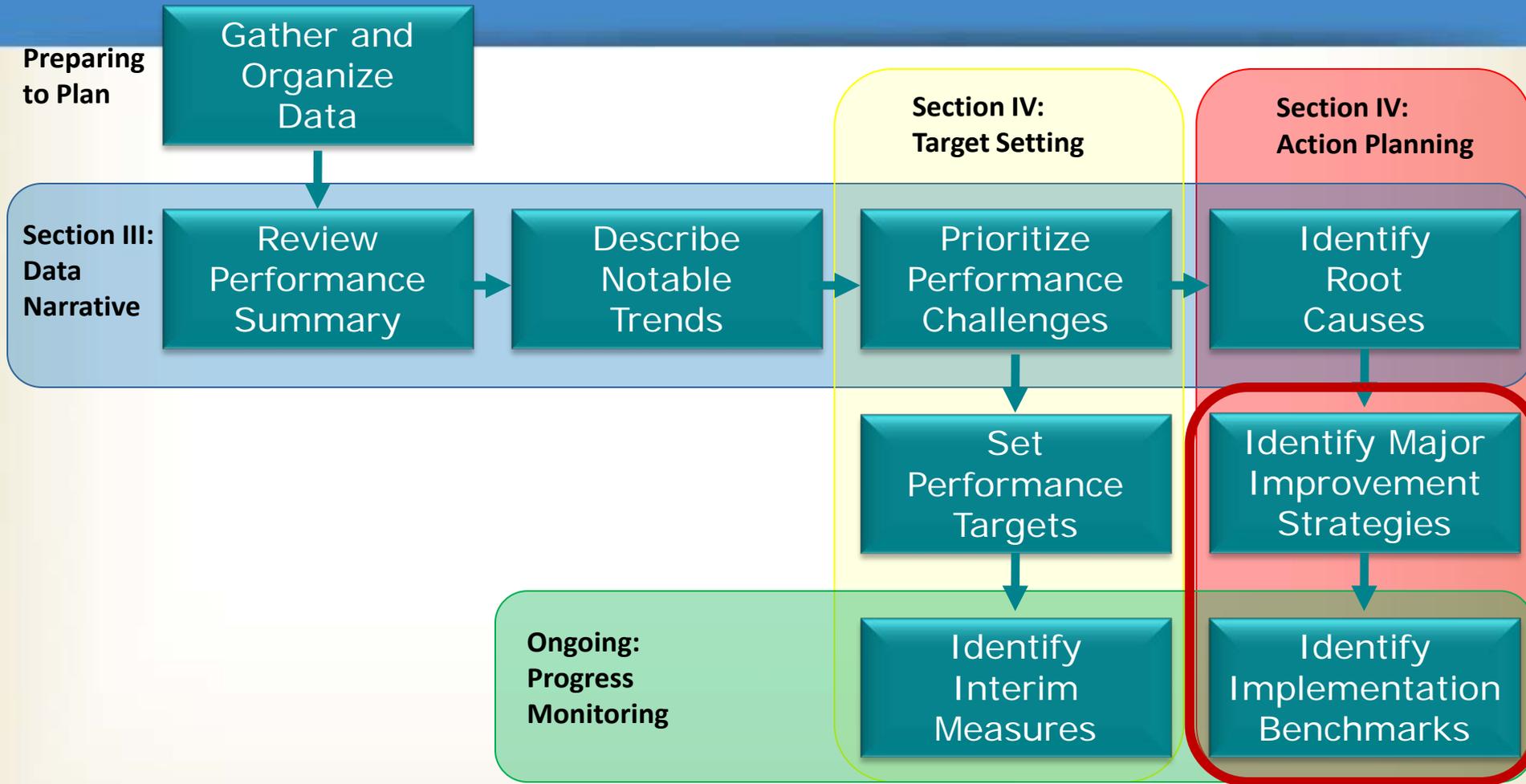
# Target Setting

Help you answer:

- Is what we are doing working?
- Are we aiming for the same goal?
- How will we know when we have arrived?



# Unified Improvement Planning Processes



# Action Planning

## Action Planning



- Major Improvement Planning- What needs to be considered to best meet the needs of the English Language Learners?
- Key personnel- Are the appropriate personnel involved to ensure effective implementation for English Learners?
- Resources- Are the appropriate resources allocated to ensure effective implementation? Are resources being maximized and aligned (Title I, ELPA, general fund)?
- Implementation Benchmarks- Are they sufficient to identify that positive impact is occurring?

# Progress Monitoring: How do you know?

## ■ Interim Measures

- Changes in student outcome measures (assessment- classroom, content, language development, other)

## ■ Implementation Benchmarks

- Indicators of successful implementation: perception data (students, families, staff), process measures (instructional practices, enrollment processes, protocol fidelity, etc.)
- Example: 90% of classroom teacher observations will demonstrate consistent use of language objectives in classroom instruction by April 2016.

# Topics

- **Introductions**
- **UIP Basics**
- **Specific Supports**
  - Title I Schoolwide Plan Requirements
  - Online UIP
  - Initiating a Culturally Responsive Dialogue Tool
- **Implications for local application**

# Activity

- **Three tools, three groups**
  - 1- Title I Schoolwide Plan Requirements
  - 2- Online UIP
  - 3- Initiating a Culturally Responsive Dialogue Tool
  
- **Review the tool. Identify and be prepared to share:**
  - 1) What stands out about this tool?
  - 2) What do you think the greatest value it can bring to your local system?

# Group 1 Title I Schoolwide



## + TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS

### 1. Parent and Stakeholder Involvement

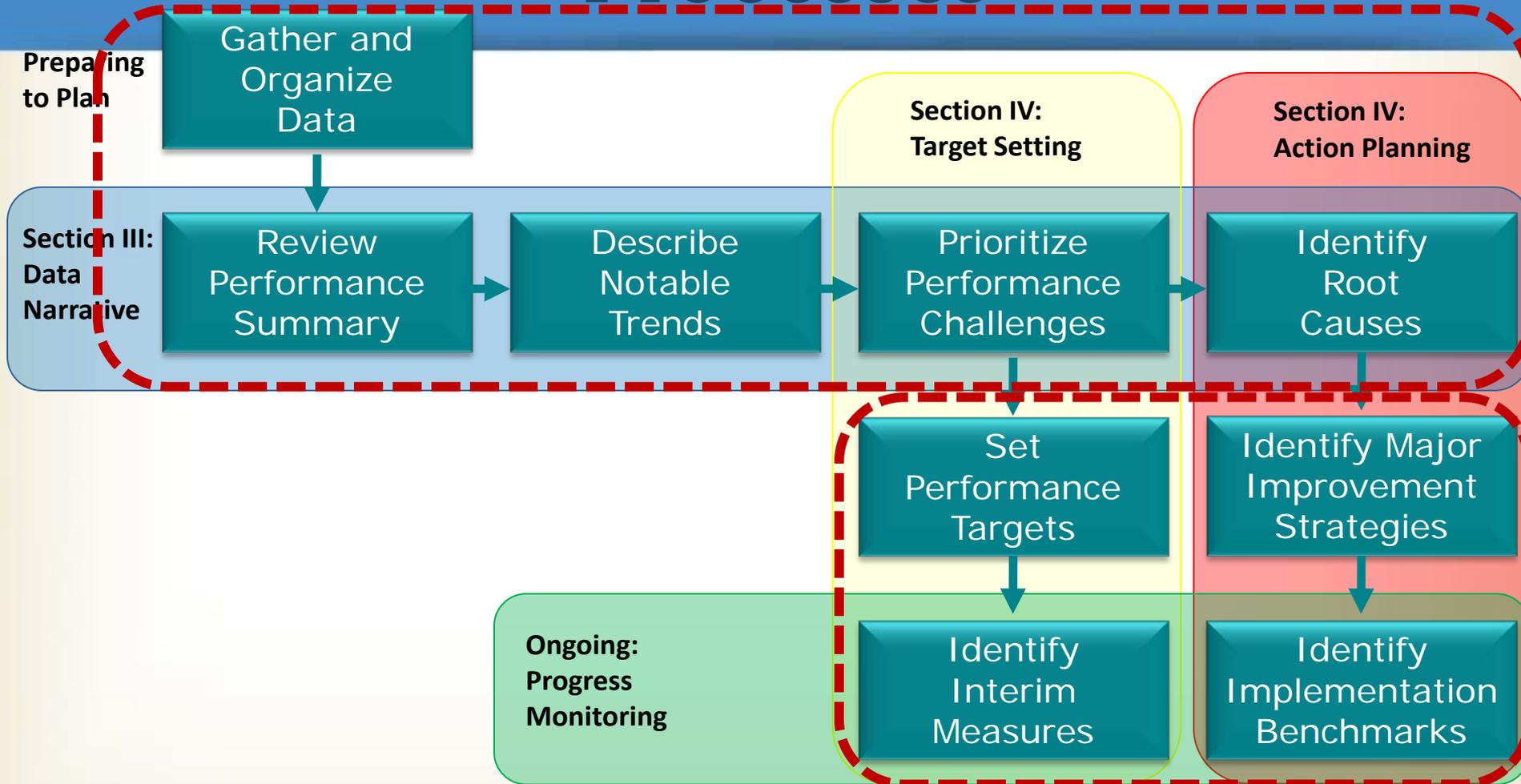
- Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan.

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1008(b)(2)]
- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1008(b)(4)]
- Each school must meet the requirements of Section 1008 of the ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]

Meets Expectations	Developing	Does Not Meet Expectations
Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.	Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of	Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I <u>schoolwide plan</u> .	Parents and community stakeholders are advised of school decisions, including the creation of the Title I <u>schoolwide plan</u> .



# Unified Improvement Planning Processes

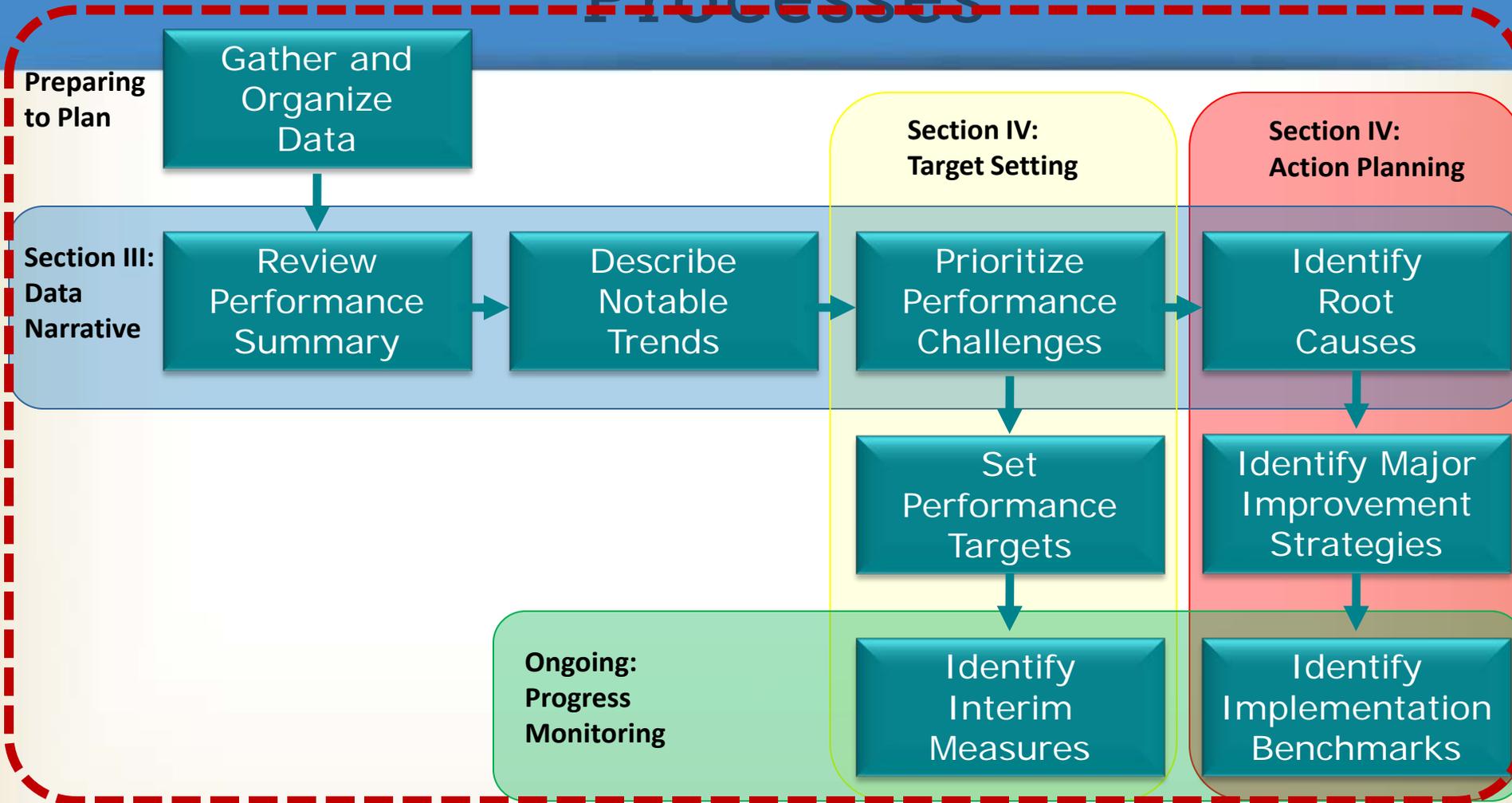


# Group 2 Online UIP Tools

The screenshot displays the online UIP tool interface for Conrad Ball Middle School. At the top, the Colorado Department of Education logo and the text 'COLORADO Department of Education' are visible. A navigation bar includes 'My School', 'Section I: Summary of School', 'Section II: UIP Info', 'Section III: Data Narrative', 'Section IV: Action Plans', 'Attachments', and 'Collaboration'. The main area features a 'UIP Timeline' with a green progress bar and milestones: 'UIP Available' (08/01/14), 'Draft Required' (08/01/14), 'Original Review' (10/15/14), 'Draft Update' (12/15/14), and 'Submit for Review' (04/15/15). Below the timeline, the 'UIP Progress' section shows a table of components and their statuses, and the 'Relationship of UIP Elements' section shows a flowchart connecting 'Priority Performance Challenges', 'Root Cause', and 'Major Improvement Strategies'. At the bottom, there are buttons for 'Attachments List', 'Produce Draft UIP', and 'Add Attachment'.

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

# Unified Improvement Planning Processes



# Group 3- Initiating a Culturally Responsive Dialogue Tool



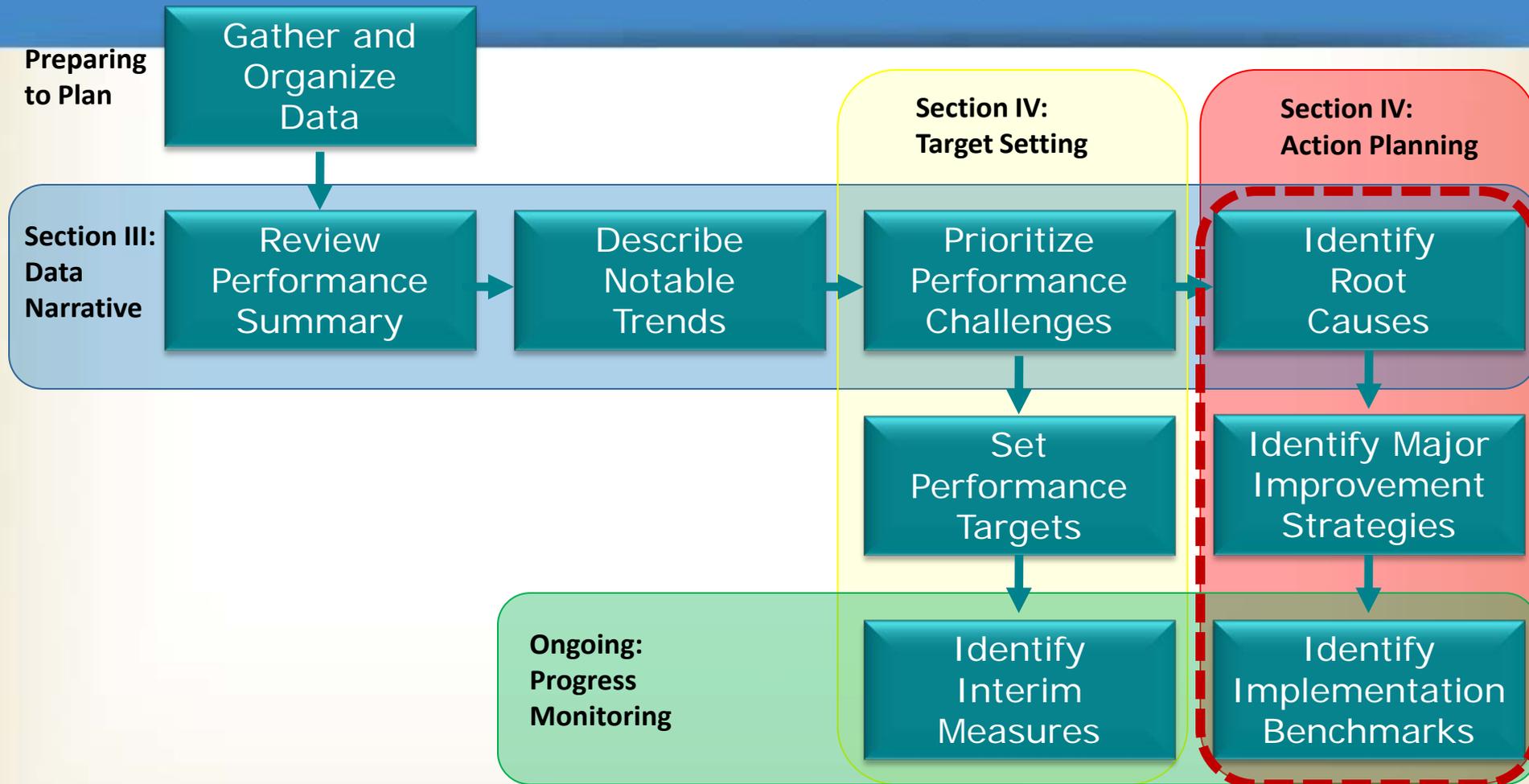
**COLORADO**  
Department of Education

## Initiating a Culturally Responsive Dialogue Tool

Quality Indicators	Evidence and Discussion Notes
<p><b>Building a Strong Knowledge Base- Check your assumptions.</b></p> <p>As an instructional leader, a key to taking full advantage of the rich opportunities afforded by the diversity found in your school/district is to build your knowledge and awareness of:</p> <ul style="list-style-type: none"> <li>❖ Your own personal experience and background, including your identity-related biases and privileges.</li> <li>❖ Your students' identity, including, in part, their culture, background, gender, race, ethnicity, and cognitive and emotional development.</li> <li>❖ Examine your core culture, acknowledge what you will seek to retain, and then articulate the values and the cultural expectations to all who are in the district/school.</li> <li>❖ Methods and theories of multicultural education in the classroom.</li> </ul>	
<p><b>High Expectations- Something you do, not just believe.</b></p> <ul style="list-style-type: none"> <li>❖ Establish ambitious academic goals for what your students' will accomplish that some may believe to be unreasonable: In establishing those goals, your teachers must look beyond traditional expectations of their students and instead benchmark their students' learning against the achievement of students in the most successful classrooms, in the most successful schools in the country. Given your students' potential to achieve, why should they be deprived of learning at the rate and level of students in affluent communities?</li> <li>❖ Invest students in achieving the ambitious academic goal: This investment process involves convincing your students that those big goals are possible. As discussed below, in doing so you harness the amazing power of the "self-fulfilling prophecy" of high expectations—students work harder and achieve more, simply because they believe they can and are expected to.</li> <li>❖ Work purposefully and relentlessly to achieve their goal overcoming all obstacles: As an effective teacher, you will assume full responsibility for</li> </ul>	



# Unified Improvement Planning Processes



# Small Group Work

- Explore the tool and elements of each.
- Identify what elements may be most useful to you in your role and stakeholders you work with.
- Determine what you would like more information about and where you need to go to get it.
- Identify any questions you have about the tool, the UIP process or relationship to meeting the needs of EL's.
- **Share out:**
  - 1) What stands out about this tool?
  - 2) What do you think the greatest value it can bring to your local system?

# Topics

- **Introductions**
- **UIP Basics**
- **Specific Supports**
  - Title I Schoolwide Plan Requirements
  - Online UIP
  - Initiating a Culturally Responsive Dialogue Tool
- **Implications for local application**

# Local Application

- Have you used any of these resources?
- Which may be most useful in your context?
- What questions do you have about meeting the needs of English Learners through the UIP process?

# Additional Information

## ■ Additional Information on Tools

### ■ Title I Schoolwide Plan Requirements

- <http://www.cde.state.co.us/fedprograms/swtoolkit>

### ■ Online UIP

- [www.cde.state.co.us/uip](http://www.cde.state.co.us/uip)

### ■ Initiating a Culturally Responsive Dialogue Tool

- [http://www.cde.state.co.us/cde\\_english/professionaldevelopment](http://www.cde.state.co.us/cde_english/professionaldevelopment)