



COLORADO
Department of Education

Unified Improvement Planning: (Effectively) Managing your UIP

Copper Mountain
Gifted Directors Meeting Fall 2015

Session Overview

Welcome

Why?

UIP Action Planning

Tools and Resources

Now What?



Introductions

- **What is your name?**
- **Which district/organization do you represent?**
- **How would you rate your understanding of the UIP process?**
 - 1- don't know what UIP stands for
 - 5- could teach a class on it
- **What takeaway would make this a good use of your time?**

Outcomes

Participants will:

- Understand the high leverage steps of the UIP for effective implementation
- Consider infrastructure, tools and resources available for monitoring implementation
- Reflect on the existing plan and identify strategies to make the plan usable for monitoring implementation



Some of the materials used during this session were developed in partnership with the Center for Transforming Learning and Teaching (CTLT) located in the School of Education and Human Development at the University of Colorado Denver.



Why?

What is the purpose of effectively managing the implementation of the plan?

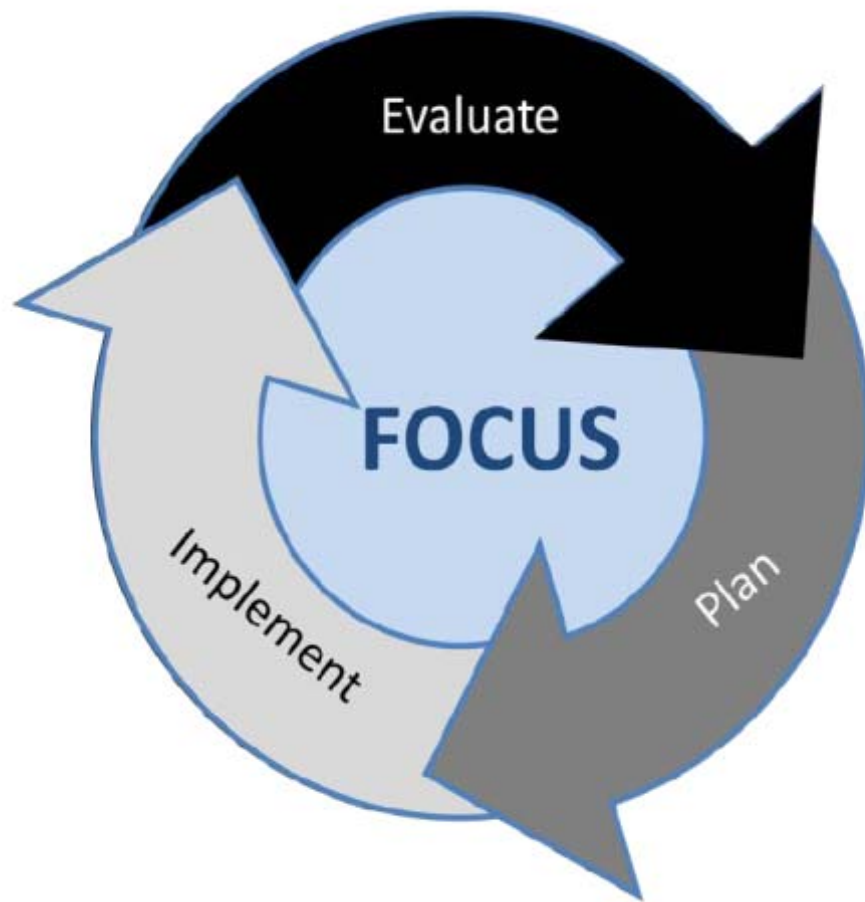
Turn to the person next to you and discuss. Be prepared to share out key themes.



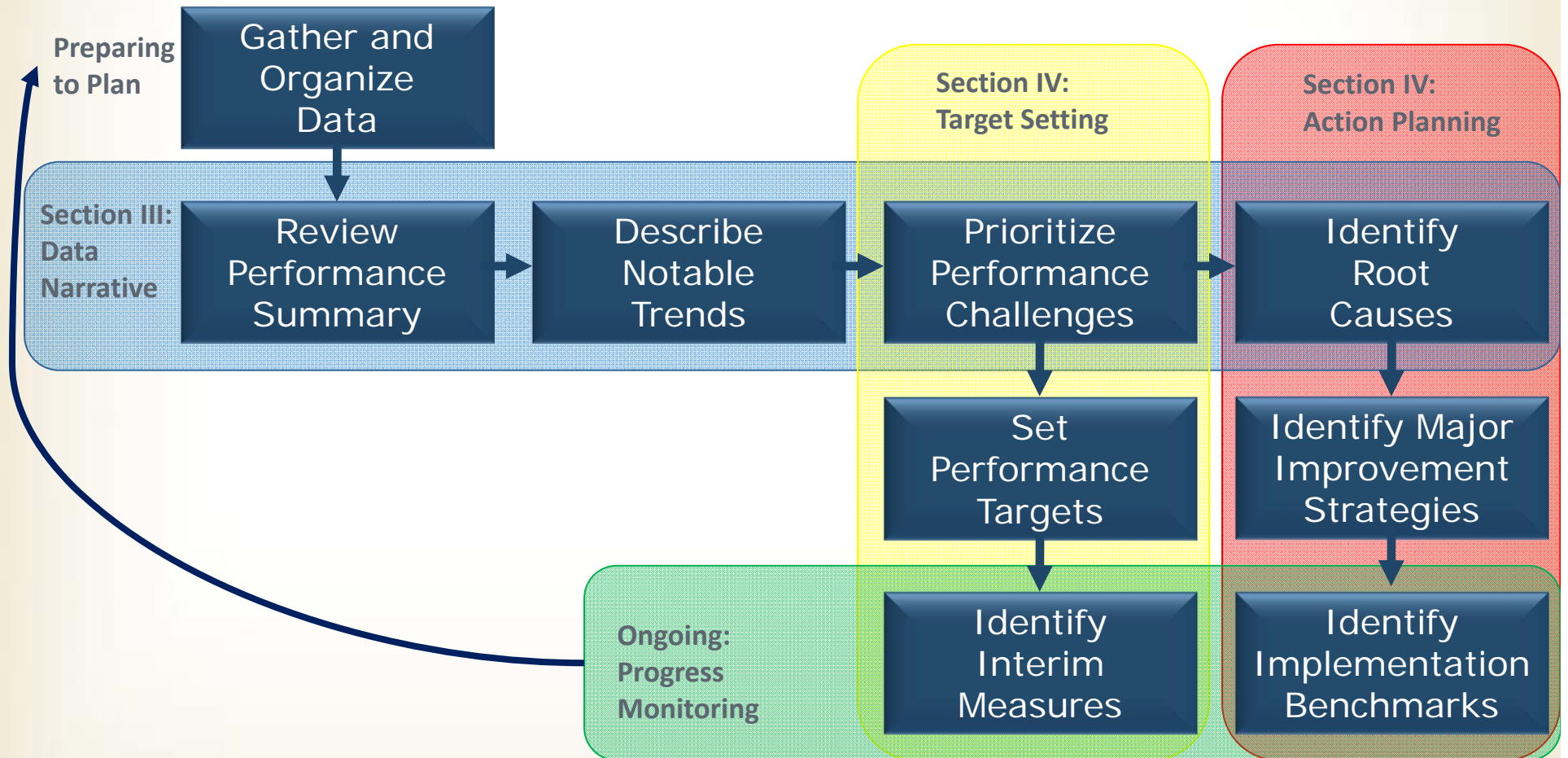
What is Unified Improvement Planning?

Alignment	A system to align improvement planning requirements for state and federal accountability into a “single” plan.
Documentation	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.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	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.
Support	A mechanism for triggering additional supports through CDE (especially for schools/districts on accountability clock).

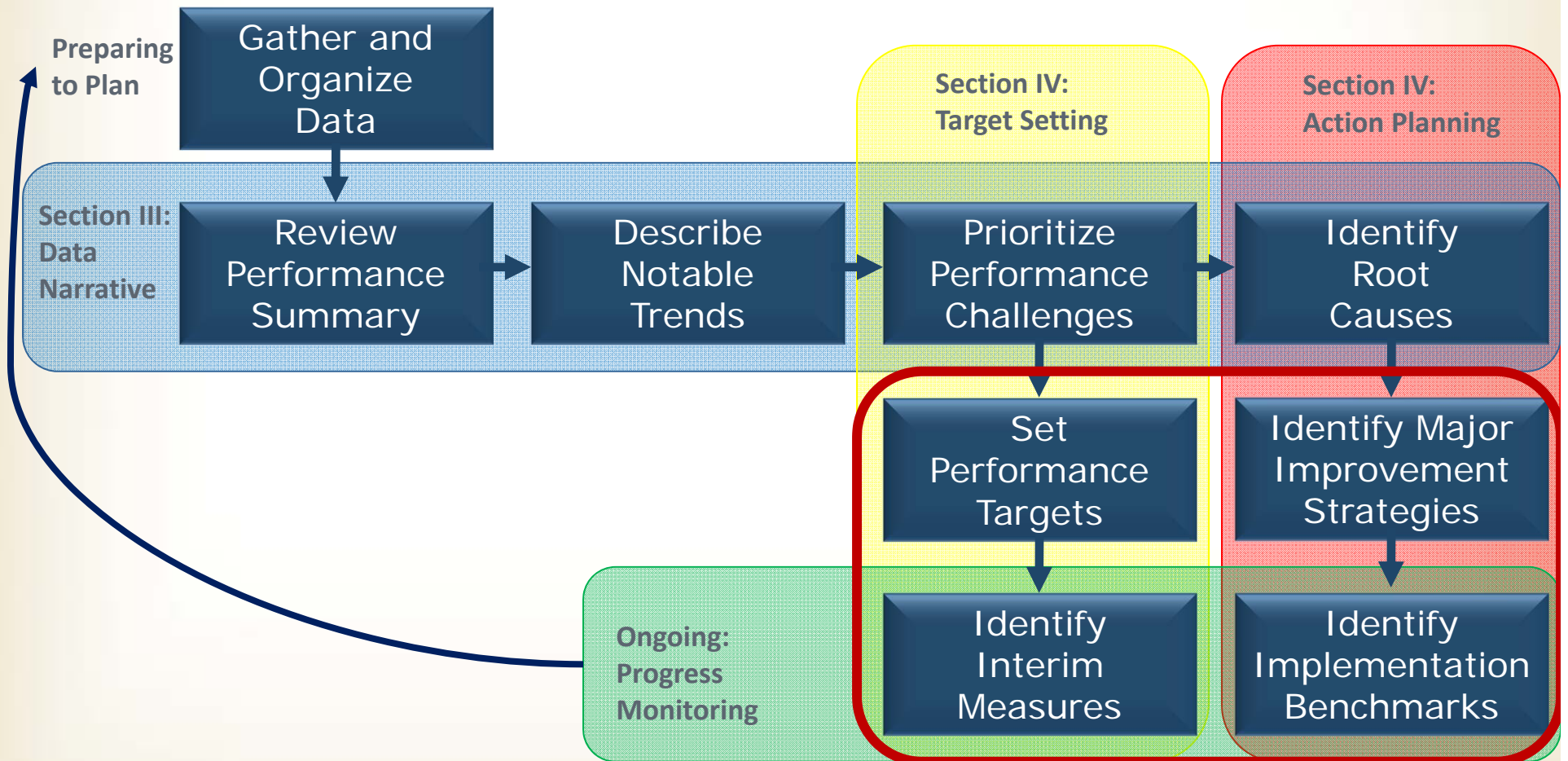
Continuous Improvement



Unified Improvement Planning Processes



Unified Improvement Planning Processes

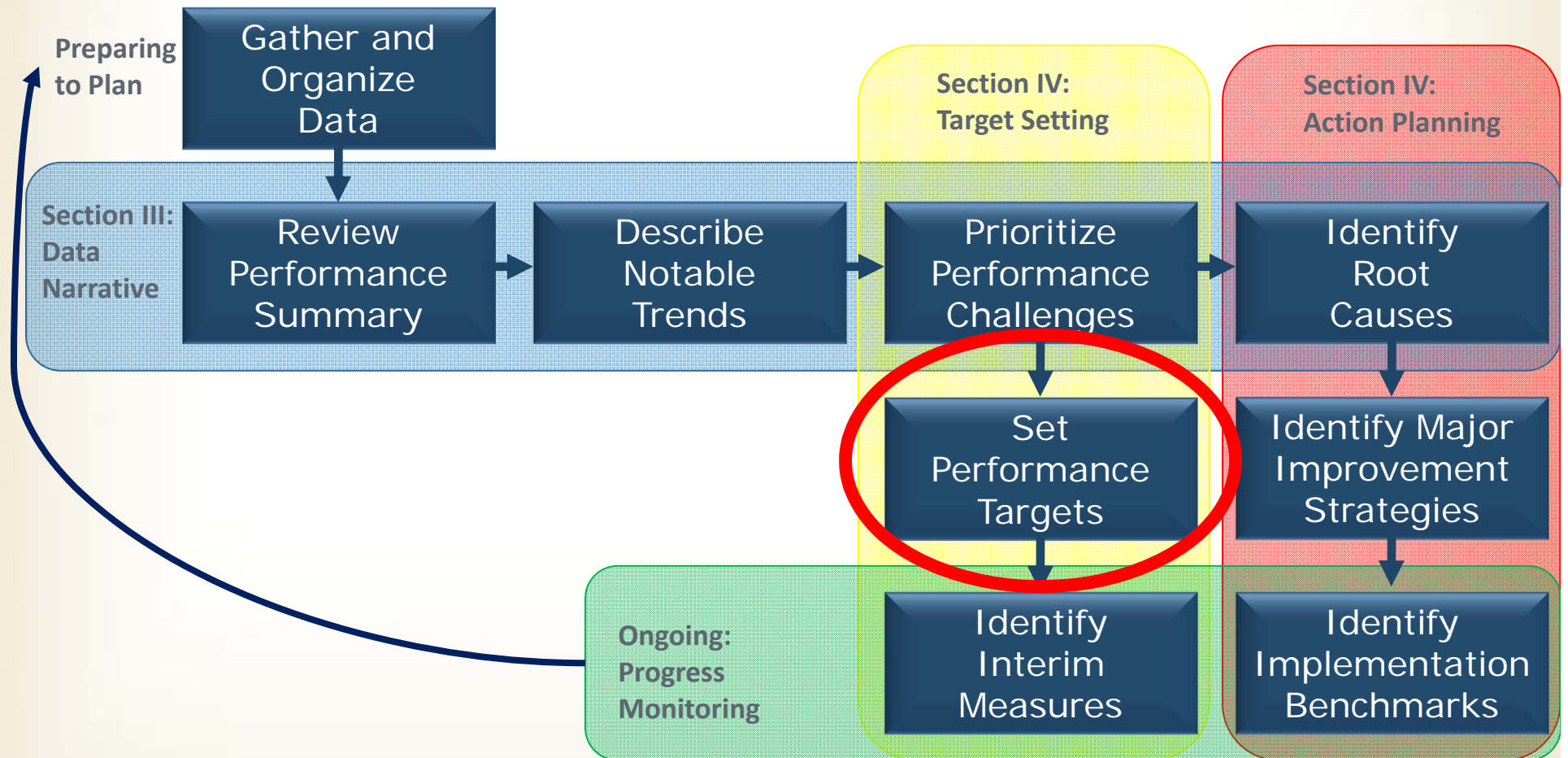


2 Questions You Need to Answer

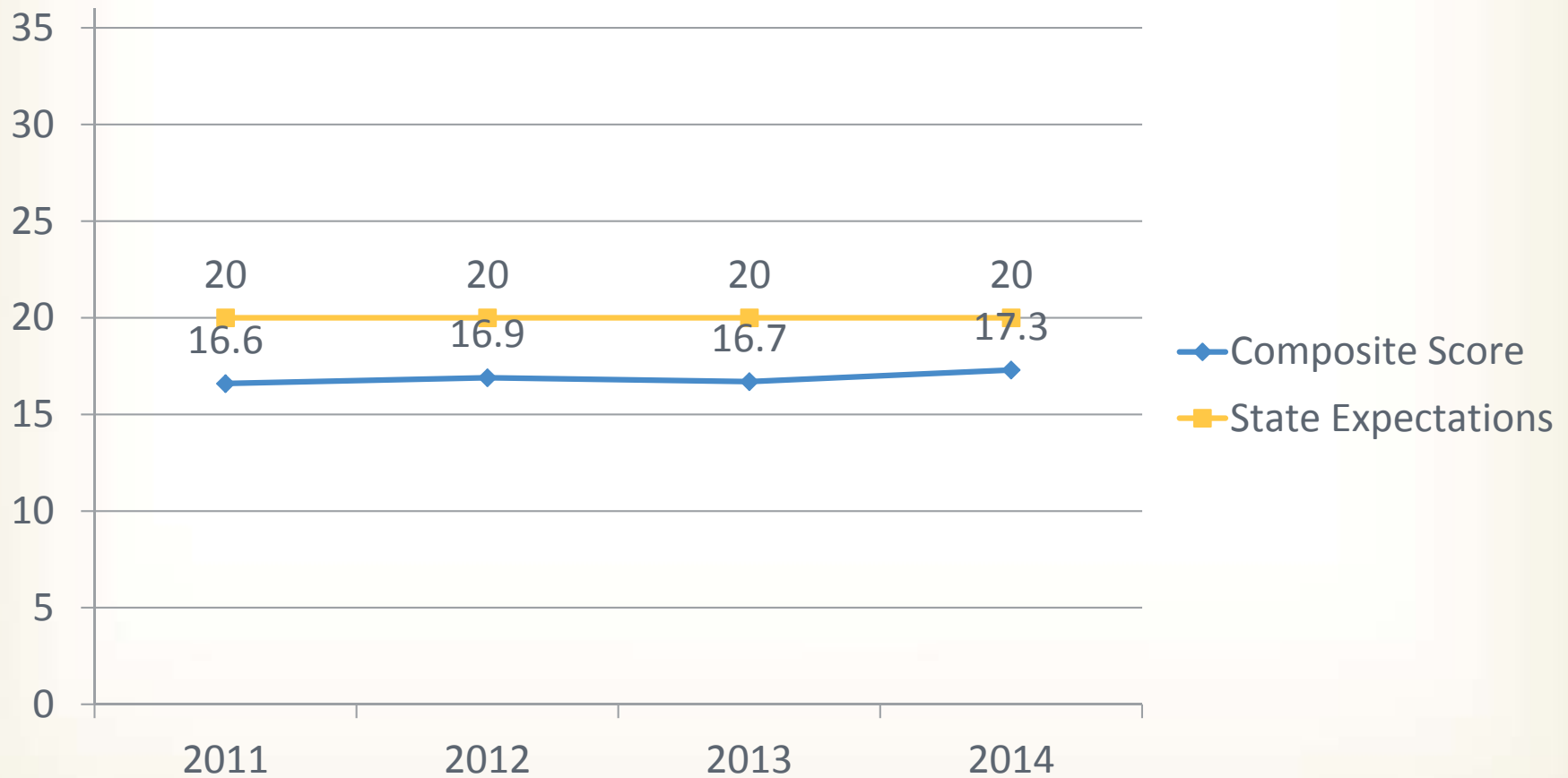
**What does success
look like?**

How will you know?

Unified Improvement Planning Processes



Comparison Points: Compared to what?

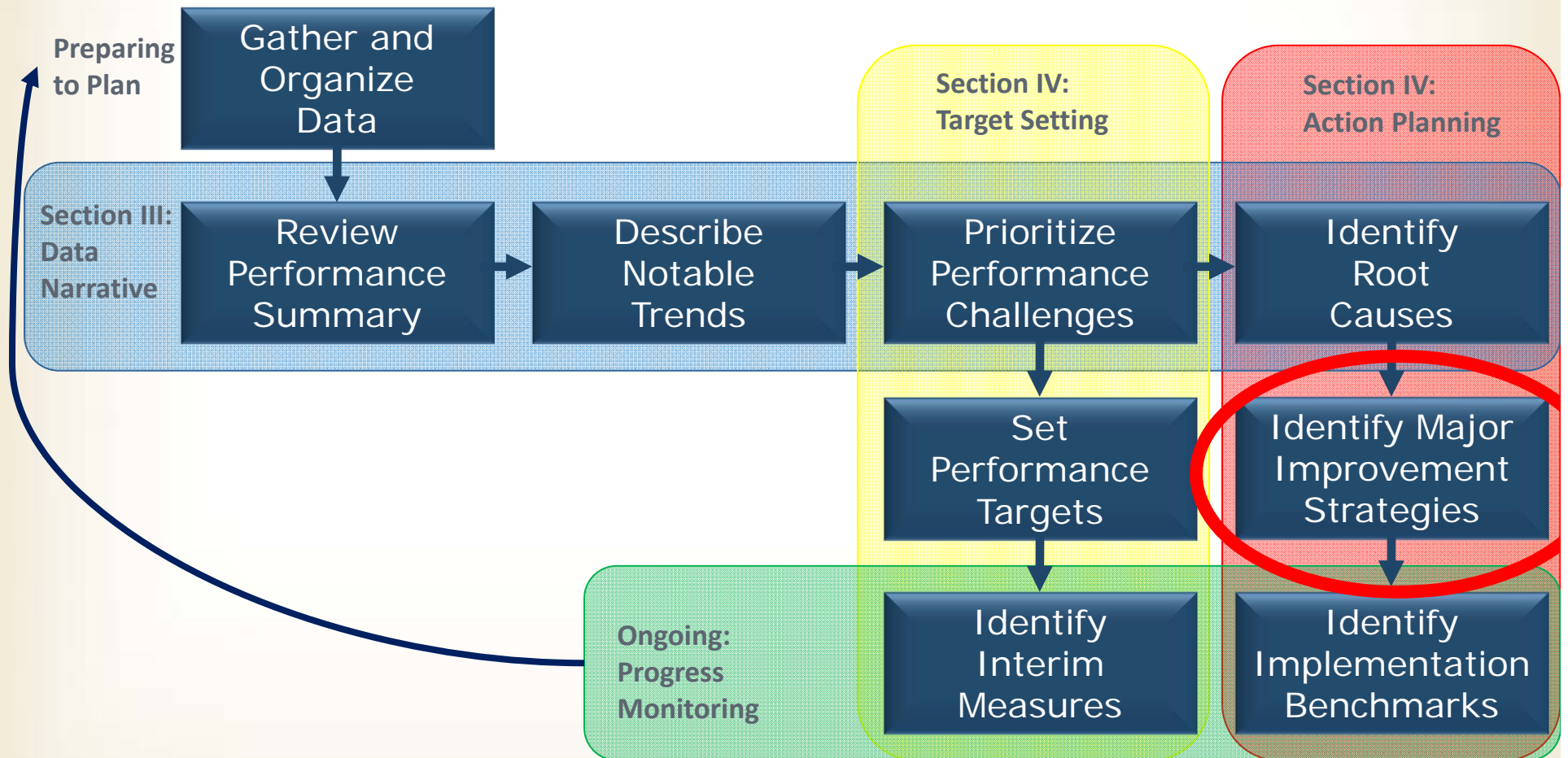


Measures and Comparison Points

- **What measures do you have?**
 - State Measures
 - Interim Assessments
 - Other?
- **What are your aiming for?**
 - Percentiles
 - Moving groups of students
 - Other?
- **How do these align with your identified Priority Performance Challenge(s)?**



MIS and Action Plan



Factors to consider in Action Plan

- **School Demographics: Are there specific needs for student groups (i.e. action steps to support needs of English Learners are identified)**
- **Progress monitoring built into action steps**
- **Stakeholder groups within action plan**
- **What steps will ensure MIS are effective for student populations?**
- **How will both student performance data (interim measures) and implementation benchmarks be examined in an ongoing way?**
- **Do different stakeholders take different actions (parents, teachers, district staff?)**



What does success look like?

- **What will it look like?**
 - Actions, changes, etc.
- **What are the expectations?**
 - Clearly stated
- **What do we know needs to happen?**
 - Sequence of events (e.g. professional development, follow up support/coaching, accountability)
- **Who needs to be involved?**
 - Teachers, district/building leaders, BOCES staff, parents, etc.

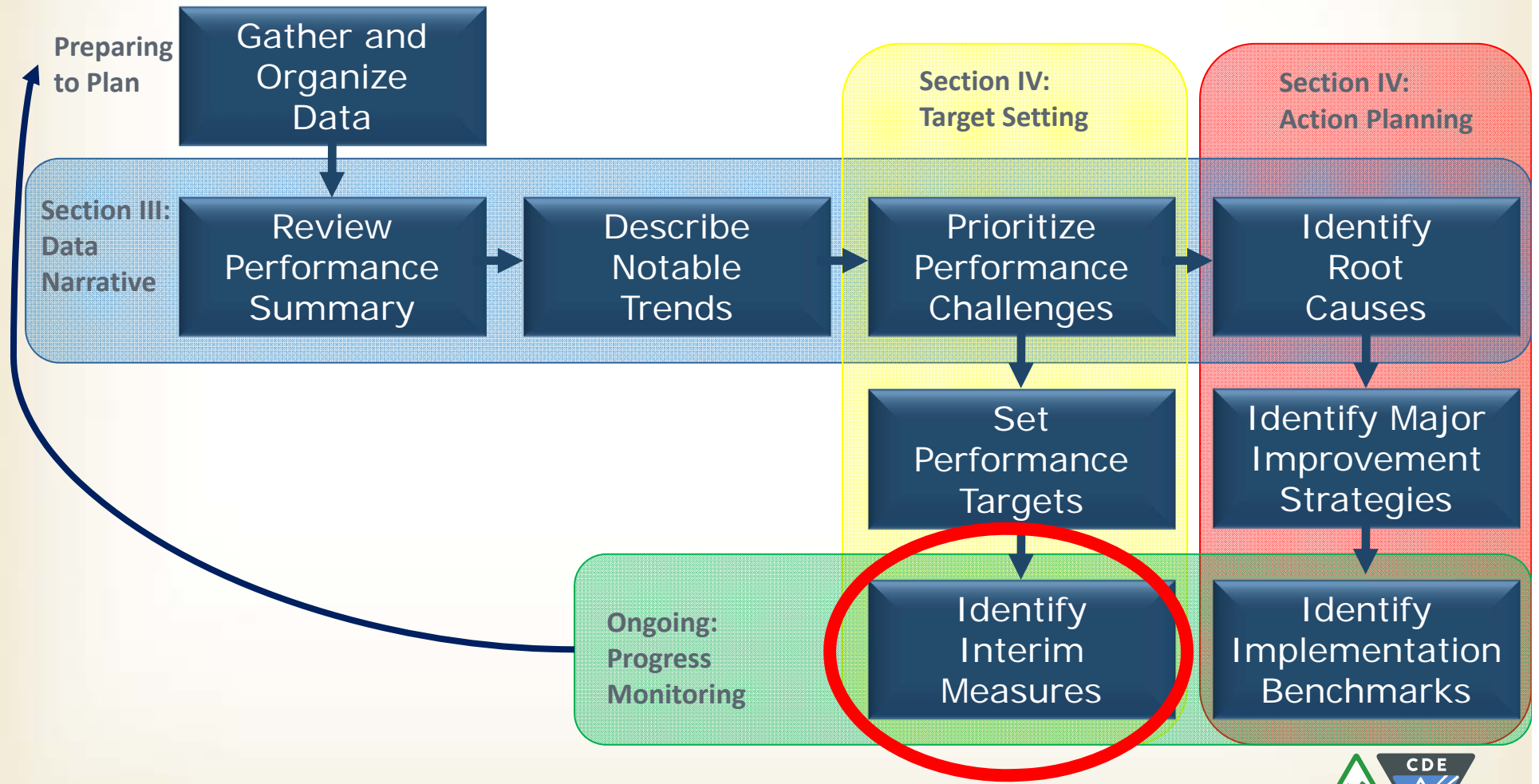


Reflection: Action Steps

- **Can you check off your action step?**
 - Or will you have to wait two years?
- **Is there a clear sequence of what will happen?**
 - Or are there a lot of assumptions about what will happen?
- **Is it clear who is doing what?**
 - Or is everyone doing the same thing?
- **Is the Gifted Director responsible for everything?**
 - Or is there distributed responsibility?



Interim Measures

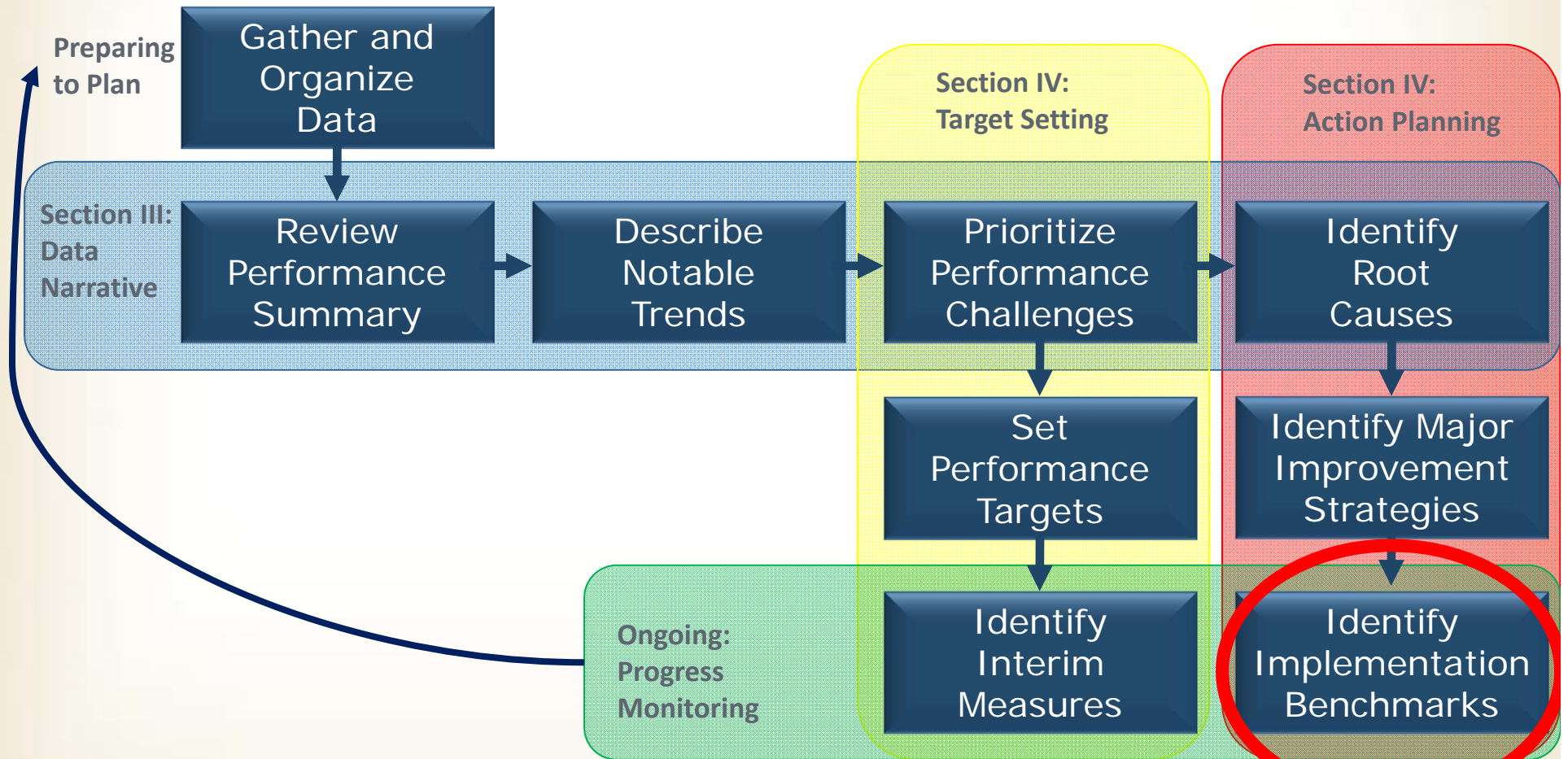


Interim Measures

- **Is there are clear progression over time ultimately leading to the annual target? 50%, 75%, 95%**
- **Are the measures specific to gifted students (or a group of gifted students i.e. secondary students)?**
- **Is there a clear relationship between the interim measure and the annual target (content area, grade levels, etc.)?**



Implementation Benchmarks



Implementation Benchmarks

- **Measures implementation**

- How will we know we are implementing the action plan well?

- **Tend to fall into two categories:**

- **Output-** trainings held, walkthrough document developed, hiring criteria identified
- **Outcome-** Teachers will score student writing samples with 95% consistency on writing rubric by December 2014, 90% of classroom walkthroughs will exhibit use of formative assessment practices by April 2016.

Sample Implementation Benchmarks

A. 90% of teachers will use modelled writing as measured by walkthrough data

B. Track minutes from Leadership Team meetings

C. Complete weekly planning sessions with coaches

D. 85% of teachers will answer “Agree” or “Strongly Agree” on the teacher perception survey in response to statement “Teacher training in math has improved my teaching”

E. Complete weekly walkthroughs

F. Hold professional development on math curriculum in October

G. 90% of teachers will utilize identified Teach Like a Champion engagement strategies as measured by reviewed weekly lesson plans.

H. Sign-In Sheets

I. Hold weekly PLCs



Sample Action Step and Implementation Benchmark

Action Step:

Teachers implement and follow district math curriculum instruction calendar

Implementation Benchmark:

Daily lesson plans and classroom observations

Higher Impact Implementation Benchmark:

Classroom observations indicate 100% fidelity to curriculum instruction calendar by October 2016



How do you know?

- What data would you look to, other than student assessments, to know that your efforts are having the intended results?

Change	Possible Data Source(s)
Adult Practice (instruction, use of resources, etc.)	Observation
Improved processes (responsive attendance policy, etc.)	Documents, rates, etc.
Climate/Culture	Surveys, focus groups (students, staff, parents)
Improved Human Capital Systems (recruitment of staff, etc.)	Counts/qualifications of applicants for available positions



Consideration for Implementation Benchmarks

- **Multiple action steps can lead to the same implementation benchmark (high impact)**
- **Action Steps:**
 - Professional development in developing effective Performance Tasks (CFA's)
 - Performance Tasks submitted for feedback and modifications made
 - Inter-rater agreement sessions to develop consistent scoring across performance tasks
- **Implementation Benchmark:**
 - Teachers score high quality performance tasks with 95% consistency



Sample Implementation Benchmarks

- End of year parent surveys will indicate at least 80% of parents are mostly or extremely comfortable coming to the school to address a concern with school staff.
- Student surveys of mentor program will indicate that 90% of students had a positive or extremely positive impact on their comfort level with math content.
- Walkthrough observations will indicate 100% of classrooms exhibiting use of all eight components by December 2015.



Systems Needs

Implementation
Benchmark:
Classroom
observations
indicate 100%
fidelity to
curriculum
instruction calendar
by October 2016

Turn to someone next to you
and identify:

**For this implementation
benchmark, what would you
need to have to be able to
monitor effectively?**

Be prepared to share out



Sample: Garfield 2 ELL Implementation Benchmarks -

	Aug. 12th	Aug. 13th	Sep't. 12th	Oct. 3rd	Nov. 14th	Dec. 5th	Jan. 16th	Feb. 13th	April 10th	May 1st
These objectives were met through today's activities.	94%	65%	38%	55%	94%	89%	98%	94%	76%	95%
These objectives were meaningful and relevant to my everyday work.	88%	55%	37%	58%	92%	84%	89%	87%	65%	90%
I had opportunities to process and reflect with colleagues during today's training.	82%	80%	35%	77%	97%	92%	95%	97%	85%	94%
I felt that today's work will assist me in becoming a better educator.	86%	51%	35%	54%	93%	83%	84%	84%	61%	90%
I expect the work that my colleagues and I did today will positively impact student achievement.	82%	55%	40%	55%	91%	87%	86%	86%	64%	90%

Sample: DPS – UIP Tracker

Major Improvement Strategy

Status of Action Step

Next Steps

Action Steps

School:						Not Started	
						Off Track	
						On Track	
						Sustaining	
MIS 1:		SEPTEMBER					
		Support Montessori instruction, use of materials, progress monitoring and interventions by setting up a Response to Tier One Instruction/Intervention system					
Action Step(s)		INTERIM GOAL	INTERIM RESULTS	STATUS	REFLECTION (ON TRACK? WHY OR WHY NOT?)	NEXT STEPS	SUPPORT NEEDED
Math	Utilize 3:1 math tutoring for all students grades 3-5	Still waiting for approval of tutoring	Still waiting for approval	Not Started	Waiting for hurdles to clear at district level to get started on hiring tutors and coordinator	Once funding and tutoring specifics are established, hire coordinator, visit working sites, hire tutors.	Continued on approval logistics
Math	SMI progress monitoring and goal setting for all students grades 3-5	Still waiting for approval of tutoring	On hold	Not Started	Will start in November	November roll out	
Assessment	Use of Montessori Monitoring Form (MMF) for student progress monitoring in literacy and math	All teachers knowing and start using MMF	Only 3 teachers started using MMF	Off Track	Technical issues with form, teachers not being comfortable with google docs, many overwhelmed with start of year to get to the MMF	Work with DAP to get all teachers comfortable with the form and troubleshoot issues. All teachers will fill out MMF on all students by mid-October	DAP support MMF use function



Tools and Resources

- Upcoming professional development:
 - [It's Alive! Strategies for Effective UIP Action Planning](#)
- [Interim Assessment Descriptions](#)
- [Implications and Guidance for the UIP during the State Assessment Transition](#)



Next Steps

Reflection:

What changes/modifications do you want to tackle to make your action plan one you can effectively manage?

What is the timeframe in which you want to do this?

Who needs to be involved?

