

Priority Improvement and Turnaround Webinar

Information Packet

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Foundations of the UIP

Element	“Big Five” Question	What goes in your UIP
Priority Performance Challenges	Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges ?	Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.
Root Causes	Does the plan identify root causes that explain the magnitude of the performance challenges?	Your root causes should focus on factors in the control of the school (systems, adult behaviors) that are likely contributing to the identified challenges.
Major Improvement Strategies	Does the plan identify evidence- based major improvement strategies that have a likelihood of eliminating the root causes?	Your strategies should be clearly defined and focused enough to be accomplished in the plan period. Your current plan may focus on developing key elements of a larger strategy.
Action Plans	Does the plan present a well- designed action plan to implement the major improvement strategies and bring about dramatic improvement?	Your action plan should align to your strategies, naming the key actions that must be taken to implement them, target dates for completing them, and persons responsible for each step.
Progress Monitoring	Does the plan include elements that effectively monitor the impact and progress of the action plan?	Benchmarks should clearly align to action steps to track fidelity of implementation. Interim Measures specify assessment & mid-year targets for student progress towards annual targets.

1: Priority Performance Challenges (Data Narrative tab)

Prior Year Targets and Current Performance

Criteria	Example	Example Strengths:
<p>Prior Year Targets and Current Performance sections should include the data that has led you to prioritize specific challenges.</p> <ul style="list-style-type: none"> State assessment data Local assessment data Non-assessment data <p>Including this reflection on your prior year targets and current performance will address requirements for “Sustained Improvement”</p>	<p>Major Improvement Strategy: Sheltered Instruction and Small Group Instruction</p> <p>Reflection: The results of the 2022 CMAS assessment in ELA and Math, the 2022 ACCESS for ELLs assessment, and the results of the Spring 2022 PALS assessment in grades k-3 showed little to no increase in achievement, MGPs, overall school percentiles, and Mean Scale Score. This, unfortunately, points to the lack of success from the implementation of the Major Improvement Strategies in the areas of sheltered instruction and meeting all students needs in the classroom through small-group instruction. The lack of results in all areas points to deficiencies in instruction that spans all content areas including math, ELA, and instruction for ELLs both in the general education and pull-out setting. The Major Improvement Strategies of improving sheltered instruction should continue and be modified to address particular instructional deficiencies that are appearing in observations and data. The strategy, though, continues to be relevant with approximately 80% of the students being ELLs.</p>	<ul style="list-style-type: none"> ✓ Specifies results of key assessments. ✓ Indicates what results suggest about success of strategy last year. ✓ Names implications for planning in current year.

Priority Performance Challenges

Criteria	Examples	Example Strengths:
<p>Priority Performance Challenges (PPCs) are aspects of <i>student performance</i> that your plan focuses on improving this year. Priority Performance Challenges...</p> <ul style="list-style-type: none"> ❑ should clearly follow from the data analysis and trends identified. ❑ are the prioritized challenges for this year. <i>Not every challenge indicated by the data should be a PPC.</i> ❑ are the challenges that your Major Improvement Strategies will aim to address. 	<p><i>Elementary School: Low growth in CMAS ELA</i></p> <p>Students in grade 3-5 are not yet meeting state expectations in ELA on CMAS.</p> <p><i>High School: Achievement shows gaps across disaggregated groups</i></p> <p>Disaggregated groups, including Students of Color, ELLs, FRL, and SPED have not yet met the benchmarks for both remediation-free status and SAT suite at the same rate as their peers.</p>	<ul style="list-style-type: none"> ✓ Focus on student performance outcomes. ✓ Focus on areas where expectations are being met OR where inequities are identified in student performance data.

Resources:

- [UIP 101 Videos:](#)
 - Current Performance & Notable Trends
 - Priority Performance Challenges

2: Root Causes

Criteria	Examples & Non-Examples	Example Strengths:
<p>Root Causes are the systems or adult behaviors that are under the control of the school and that are likely feeding into or driving your Priority Performance Challenges.</p> <p>Reflection Questions for identifying root causes:</p> <ul style="list-style-type: none"> • What are we doing (or not doing) as adults in the building that is driving these performance challenges? • Are there student needs we haven't yet met? • Are there missing (or malfunctioning) systems or practices we need to address? 	<p>Examples:</p> <ul style="list-style-type: none"> • New instructional practices are not yet being implemented consistently in all classrooms • We lack an approach to understanding and addressing the particular learning needs of individual students. <p>Non-examples:</p> <ul style="list-style-type: none"> ★ We have a large population of English learners. ★ Impacts due to COVID-19 	<ul style="list-style-type: none"> ✓ Causes identified are under the control of the school. ✓ (Assumes causes are aligned to Priority Performance Challenges) <p>Notes on non-examples:</p> <p>While these may be true, they describe circumstances that are not under the control of the school. These could be rephrased to focus instead on how the school <i>responds effectively</i> to these challenges</p>

Resources:

- [UIP 101 Videos](#): Root Causes

3: Major Improvement Strategies

Criteria	Additional Requirement for Turnaround Plans
<p>Major Improvement Strategies (MISs) are the primary initiatives you will be focused on implementing this year. They should...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address and resolve identified root causes <input type="checkbox"/> Have a likelihood of improving identified PPCs <p>Your UIP should...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly define and describe each strategy <input type="checkbox"/> Include a rationale for each strategy <input type="checkbox"/> Include an evidence-base for each strategy <input type="checkbox"/> Explain why each strategy is a good fit for the school 	<p>In addition, schools with a Turnaround plan type are required to include a state-required turnaround strategy. These strategies include:</p> <ul style="list-style-type: none"> ● Employing a lead turnaround partner ● Reorganizing the oversight and management structure in the district ● Converting to an innovation school or school zone ● Converting to a charter school ● Renegotiating or restructuring a charter contract ● Research-based strategies focused on early learning and development ● Other actions of comparable or greater significance or effect. <p>For additional information, see the <i>Priority Improvement and Turnaround Supplement</i>.</p>

Foundational Major Improvement Strategies for rapid school improvement:

1. Clear Mission and Vision
2. Coherent Vision for Instruction
3. Assessment Systems and Data Culture
4. Talent Development: Coaching and Feedback
5. MTSS / Systems of Student Support
6. Engaging Learning Environment
7. Effective Student Supports and Cultures

Resources:

- *Strategy Guides:*
 - Common Mission & Vision
 - Data-Informed Instruction
 - Coaching
 - MTSS
- [UIP 101 Videos](#): Major Improvement Strategies

4: Action Plans

Criteria			
<p>Action Plans detail and sequence the key actions needed to put Major Improvement Strategies into practice. They should include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A description of the action needed <input type="checkbox"/> The owner or responsible person for each action <input type="checkbox"/> The deadline for each action (or cadence of repeated actions like coaching sessions or team meetings) <input type="checkbox"/> Any resources needed to support that action (e.g., budget for PD, data trackers for observation walks, etc.) 			
Examples			
<i>Action Step</i>	<i>Date</i>	<i>Personnel</i>	<i>Resources Needed</i>
Beginning of year PD introducing new ELA curriculum, by curriculum specialists.	August 15th (during BOY Orientation Sessions)	External curriculum specialist (provide PD); all ELA teachers and coaches (attend PD)	Curriculum materials purchased and provided; Budget to pay for curriculum specialist.
Coaches meet weekly with teachers to reinforce curriculum strategies & approach.	September - April (dates determined by coaching pairs)	ELA coaches, ELA teachers	Classroom Observations and Coaching Trackers
Example Strengths			
<ul style="list-style-type: none"> ✓ Identify concrete action step, timeline, persons responsible/involved, and resources needed 			

Resources:

- [Implementation Guide](#) (PDF)
- [Implementation Guide Worksheets](#) (Word Doc)
- [UIP 101 Videos](#): Action Steps and Implementation Benchmarks

5: Progress Monitoring

Element & Criteria	Example	Resources
<p>Annual Targets</p> <ul style="list-style-type: none"> ★ name ambitious but attainable targets in student performance outcomes that will indicate progress on the identified priority challenges. 	<p>Current baseline for 2021-22: 26% of students earned a score of Meets or Exceeds on CMAS Literacy</p> <p>2022-2023: 30% of students will earn a score of Meets or Exceeds on CMAS Literacy.</p> <p>2023-2024: 35% of students will earn a score of Meets or Exceeds on CMAS Literacy.</p>	<ul style="list-style-type: none"> • UIP 101 Videos: Target Setting and Interim Measures
<p>Implementation Benchmarks</p> <ul style="list-style-type: none"> ★ specify key milestones allowing the school to determine whether action plans are being implemented with fidelity. 	<p>By September 15, an audit of daily lesson plans will show that 70% of teachers will be incorporating language objectives into their daily lesson plans.</p>	<ul style="list-style-type: none"> • UIP 101 Videos: Action Steps and Implementation Benchmarks • Implementation Benchmarks Guidance Document
<p>Interim Measures</p> <ul style="list-style-type: none"> ★ provide mid-year targets for student performance that indicate they are on track to meet Annual Targets. 	<p>By December 15, student performance on iReady will show that 35% of students who initially tested below grade level will have reached proficiency.</p>	<ul style="list-style-type: none"> • UIP 101 Videos: Target Setting and Interim Measures

Additional Resources:

- [Implementation Guide](#) (PDF)
- [Implementation Guide Worksheets](#) (Word Doc)

Satisfying Program-Specific Requirements

1: Family Engagement Activities

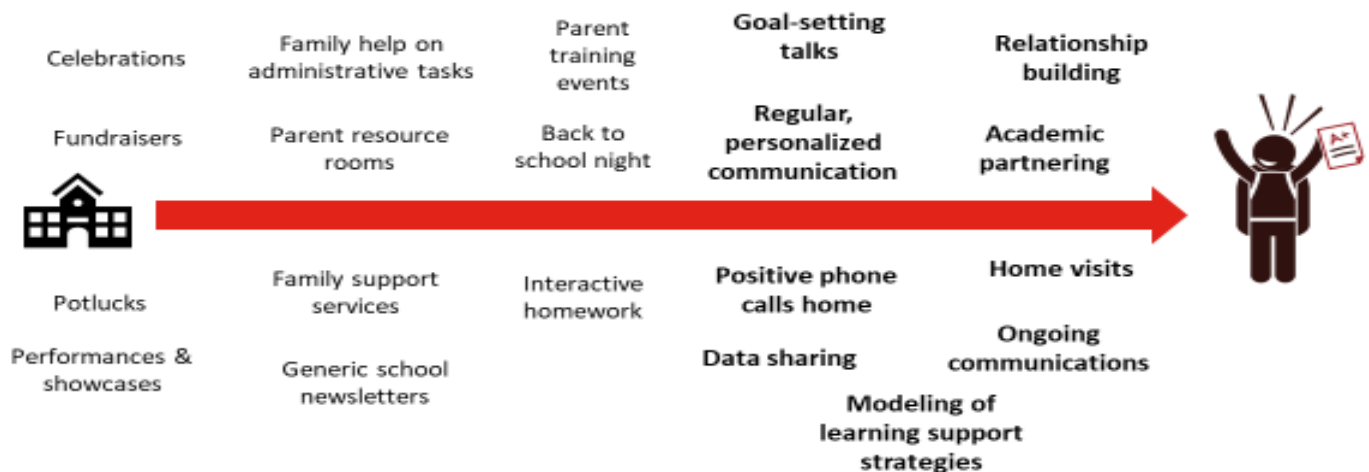
Who: All schools with Priority Improvement and/or Turnaround plan types

Requirement: Include high leverage action steps to increase parent engagement at the school that are aligned with Family, School and Community Partnering Standards

Where to include it: Action Plans (action steps)

Resources:

CONTINUUM OF IMPACT



- [Family, School and Community Partnering Standards](#)
- [Strategy Guide](#): For schools that are interested in making Family, School, and Community Partnerships (FSCP) one of their Major Improvement Strategies, this Strategy Guide outlines the core components and key resources needed for a successful implementation.
- [P-12 Framework](#): Schools and districts who are interested in strengthening their FSCP work can use this framework to audit the current state of their systems and practices, in order to determine priorities for improvement.
- [Promising Partnership Practices](#): CDE's FSCP Office has collected accounts of successful family-school partnership practices from schools and districts throughout Colorado. These provide useful illustrations for schools and districts seeking ideas for how to more effectively engage their families and communities.

2: READ Act

Requirement 1: Include data and trends from a READ interim assessment for grades K-3.

Where to include it: Data Narrative

Example of Early Literacy Data in a UIP

Student Grade	Percent On Grade Level		Percent Significantly Below Grade Level (i.e., SRD)	
	2018	2019	2018	2019
Kindergarten	56%	25%	24%	44%
1st Grade	70%	45%	20%	18%
2nd Grade	75%	72%	13%	10%
3rd Grade	67%	55%	13%	21%

Example Strengths:

- ✓ Data reflects percent of students on grade level and students who are SRD
- ✓ Identifies a trend over time

Requirement 2: Include specific actions to support students who are identified as having a significant reading deficiency (SRD) and students who are not yet reaching grade level expectations.

Where to include it: Strategies (in the Action Plans tab)

Example	Example Strengths
<p>Implement Early Literacy Instruction</p> <p>In order to effectively support Early Literacy, we will implement instructional systems that have coherence and focus on foundational skills. K-3rd classes will have a dedicated daily phonics block that follows the Science of Reading methodology as supported by the CDE Modules, Heggerty curriculum and Orton Gillingham methodology.</p> <p>Teachers will receive coaching to have a deeper understanding of foundational skills. Success will be measured by decreasing the amount of students significantly below grade level by 15% and increasing the amount of students on grade level by 10% (especially Black, MLL, and Black MLL students).</p> <p>This aligns to district priorities around Early Literacy and phonics to provide a high-quality literacy program incorporates research and evidence-based principles for instruction, fosters independence and confidence, and leverages assessment practices that give teachers and leaders actionable feedback on how to best serve the needs of diverse learners across all classrooms.</p>	<ul style="list-style-type: none"> ✓ Reflects a plan to target the needs of students who are not yet on grade-level ✓ Scientifically and evidence-based actions

Requirement 3: Set targets to improve reading outcomes for students as measured by a READ interim assessment.

Where to include it: Target Setting (in Action Plans tab)

Example	Example Strengths
<p>Performance Indicator: Academic Achievement <i>Measure/Metric: Reading</i></p> <p>2021-22: Students on grade level will increase by 10% as measured by iStation</p> <p>2022-23: Students on grade level will increase by 13% as measured by iStation</p>	<p>✓ The targets explicitly focus on <i>increasing</i> the percentage of students reading on grade level and <i>decreasing</i> the percentage of students identified as SRD</p>
<p>Performance Indicator: Academic Achievement <i>Measure/Metric: Reading</i></p> <p>2021-22: There will be a 15% decrease in students SGBL (<i>i.e., SRD</i>) as measured by iStation</p> <p>2022-23: There will be a 15% decrease in students SGBL (<i>i.e., SRD</i>) as measured by iStation</p>	

3: Early Learning Needs Assessment (ELNA)

What it is: The Early Learning Needs Assessment supports schools and districts in analyzing the needs and learning of children from birth through age 8. This process can strengthen relationships between schools, districts and early childhood partners to more accurately identify needs within the community, monitor trends, and inform the implementation of preventative strategies.

Who needs to include it: Schools with a Priority Improvement or Turnaround plan type that serve students in K-3.

Where to include it: Root Causes (in the Data Narrative)

Instructions for 2022-23:

- ❑ Indicate in your UIP any steps you have taken to assess the needs of and resources available for children eight and under across your community.
- ❑ **Take advantage of the resources available on the [Improvement Planning and Early Learning website](#) and look for upcoming opportunities for TA to conduct and report on an Early Learning Needs Assessment in your 2023-24 UIP.**

If you'd like additional information on the ELNA, consult the [Early Learning Needs Assessment Handbook](#). For a deeper dive, the [Early Learning Needs Assessment Data Sources Guide](#) contains information on data sources that may be helpful in completing this assessment.

Process Expectations

Have your board approve your UIP

You will need to have your board approve your UIP before it is publicly posted on or by January 17th. If you haven't yet arranged for time at a board meeting to do this, now is a good time to schedule it.

Parent Notification Letters

For each school with a plan type of Priority Improvement or Turnaround, the district must notify the families in the school of the school's plan type, the reason for identification, ways to provide input into the school's plans (e.g., School Accountability Committee meeting) and notification of the local board's hearing prior to adopting the school's plan.

Resources:

- [Parent Notification and Public Hearing Requirements \(2022-23\)](#) (includes a sample Parent Notification Letter)

Capacity-Building Opportunities

Leveraging a team to create the UIP

Use a team to **create** the the plans:

- Draw on your leadership team to help create your improvement plans:
 - a) Data analysis and reflection
 - b) Root Cause analysis
 - c) Strategy selection
 - d) Progress Monitoring measures
- Identify key areas for getting stakeholder input
- Share your UIP with your SAC

Designate one or two people to write the UIP: Designate someone to translate the UIP creation process and ideas into the written UIP.

Implementation Teams to support plan implementation

A strong implementation team can mean the difference between an initiative that persists and gets refined through difficulty and one that gets dropped when challenges arise. Having a team in place before the implementation begins will help you remain nimble and responsive as the plan progresses and the context evolves.

- Size:** Small enough to be nimble, but with enough capacity to address implementation issues as they arise.
- Competencies:** Team members should be...
 - deeply invested in the strategy, collaborative, and able to communicate very clearly
 - able to weigh different needs, competing interests, trade-offs
 - decisive and able to act quickly to clear implementation obstacles
- Supporting the Implementation Team:** You may need to free up capacity of Implementation Team members, so they are able to prioritize strategy implementation. Make sure they also have clear access to leadership so they can get additional support or resources needed to strengthen implementation.

External Partners

The CDE publishes an [Advisory List](#) of external partners who are able to provide expertise and capacity to support school and district improvement efforts.

- These providers have submitted information about their organizations, including services, expertise, areas of focus, evidence of impact, and authentic work products.
- View the Advisory List, which includes links to providers' application materials and work products, to find a partner that meets your needs.

District-Level Supports	School-Level Supports
<ul style="list-style-type: none">• District-level Strategic Planning (holistic or targeted at one or more key district systems)• District Improvement Implementation Support (including STLD)• District Managers	<ul style="list-style-type: none">• School Holistic Diagnostic Reviews and Improvement Planning• School Improvement Implementation Support (including STLD)• School Managers

EASI Grant Support Options

Schools and districts with a Priority Improvement or Turnaround plan type are eligible to apply for school improvement funding through the Empowering Action for School Improvement – or EASI – Grant. There are a number of different support models, or “routes,” within EASI, providing options for schools in the diagnosis and planning phase, implementation phase, or end-of-clock phases of school improvement.

For more information, visit the [Empowering Action for School Improvement \(EASI\) website](#). You can also reach out to your Support Coordinator or to Lauren Hesse (hesse_l@cde.state.co.us).