



COLORADO

Department of Education

UIP Webinar: Year 0 Priority Improvement / Turnaround

November 10, 2022

Welcome

In the chat, please introduce yourself:

- Your name
- Your School & District
- Where are you in the process of creating your UIP? (Still planning? Making adjustments? Getting it into the Online System? Etc.?)

Focus of this session

This webinar will help schools and districts newly identified with a Priority Improvement or Turnaround plan type understand the new requirements in their UIPs. The session will highlight some best practices and key strategies in improvement planning, explain additional requirements in these plan types, give suggestions for creating a strong UIP and share resources available to help in the UIP process.

This webinar will **not** discuss:

- Frameworks, State or ESSA identification, Accountability Clock/Performance Watch

Agenda & Objectives



Agenda	What we will do...
Best Practices & Key Strategies	★ Review the foundations of a strong UIP
Satisfying Requirements	★ Review the program-specific requirements and how to satisfy them ★ Review process expectations for schools with PI/T plan types
Capacity-Building	★ How to leveraging teams to create & implement plans ★ Opportunities for external support (e.g., EASI).
Resources Available	★ Learn about some of the resources available to help you with your UIP planning and creation.

Best Practices & Key Strategies

Foundations of the UIP: The “Big Five” Questions



Priority Performance Challenges

Does the plan investigate the most critical performance areas and prioritize the most urgent **performance challenges**?

Root Causes

Does the plan identify **root causes** that explain the magnitude of the performance challenges?

Major Improvement Strategies

Does the plan identify evidence-based **major improvement strategies** that have a likelihood of eliminating the root causes?

Action Plans

Does the plan present a well-designed **action plan** to implement the major improvement strategies and bring about dramatic improvement?

Progress Monitoring

Does the plan include elements that effectively **monitor the impact and progress** of the action plan?

What to put in your UIP

Priority Performance Challenges

Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.

Root Causes

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

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

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

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.

What to put in your UIP: Data Narrative Tab

Priority Performance Challenges

Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.

Prior Year Targets and Current Performance sections should include **the data that has led you to prioritize specific challenges.**

- State assessment data
- Local assessment data
- Non-assessment data



Including this reflection on your prior year targets and current performance will address requirements for “Sustained Improvement”



Reflection on improvement efforts demonstrates understanding of changes needed to support sustained or accelerated improvement.

What to put in your UIP: Data Narrative Tab

Priority Performance Challenges

Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.

Example: Prior Year Targets

Major Improvement Strategy: Sheltered Instruction and Small Group Instruction

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.

Strengths:

- ✓ Specifies results of key assessments.
- ✓ Indicates what results suggest about success of strategy last year.
- ✓ Names implications for planning in current year.

What to put in your UIP: Data Narrative Tab

Priority Performance Challenges

Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.

Priority Performance Challenges (PPCs) are aspects of *student performance* that your plan focuses on improving this year. Priority Performance Challenges...

- ❑ should clearly follow from the data analysis and trends identified.
- ❑ are the **prioritized** challenges for this year. *Not every challenge indicated by the data should be a PPC.*
- ❑ are the challenges that your Major Improvement Strategies will aim to address.

What to put in your UIP: Data Narrative Tab

Priority Performance Challenges

Your Data Narrative should show how your priority challenges align to the most urgent needs reflected in the data analysis.

Examples: Priority Performance Challenges

Elementary School level: **Low growth in CMAS ELA**

Students in grade 3-5 are not yet meeting state expectations in ELA on CMAS.

High School level PPC: **Achievement shows gaps across disaggregated groups**

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.

Strengths:

- ✓ Focus on student performance outcomes.
- ✓ Focus on areas where expectations are being met OR where inequities are identified in student performance data.

What to put in your UIP: Data Narrative Tab

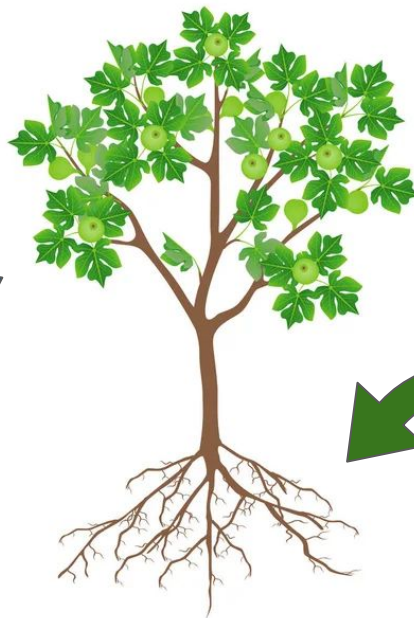
Root Causes

Your root causes should focus on factors in the control of the school (systems, adult behaviors) that are likely contributing to the identified challenges.

Priority Performance

Challenge(s):

the student performance concerns that are reflected in the data



Root Causes:

What is feeding into those challenges? What is driving them or making them “grow”?

What to put in your UIP: Data Narrative Tab

Root Causes

Your root causes should focus on factors in the control of the school (systems, adult behaviors) that are likely contributing to the identified challenges.

Root Cause Reflection Questions

- 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?

Examples: Root Causes

- 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.

Resources Available:

- [UIP 101](#): Root Causes

What to put in your UIP: Action Plans Tab

Major Improvement Strategies

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.

Major Improvement Strategies (MISs) are the primary initiatives you will be focused on implementing this year. They should...

- Address and resolve identified root causes
- Have a likelihood of improving identified PPCs

Your UIP should...

- Clearly define and describe each strategy
- Include a rationale for each strategy
- Include an evidence-base for each strategy
- Explain why each strategy is a good fit for the school

What to put in your UIP: Action Plans Tab

Major Improvement Strategies

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.

In addition, schools with a Turnaround plan type are required to include a state-required turnaround strategy. These strategies include:

- 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.**

For additional information, see the *Priority Improvement and Turnaround Supplement*.

What to put in your UIP: Action Plans Tab

Major Improvement Strategies

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.

Foundational Major Improvement Strategies

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 Available:

Strategy Guides

- [Common Mission & Vision](#)
- [Data-Informed Instruction](#)
- [Coaching](#)
- [MTSS](#)

Other Resources:

- [UIP 101](#): Major Improvement Strategies

Application

Priority Performance
Challenges

Root Causes

Major
Improvement
Strategies

Consider your own UIP. Take a moment to do one of the following, depending on where you are in the process:

- a) Write a new PPC, RC, or MIS
- b) Review and revise one of your current PPCs, RCs, or MISs
- c) Make a plan for revising them (what work needs to be done and by whom)

What to put in your UIP: Action Plans Tab

Action Plans

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.

Action Plans detail and sequence the key actions needed to put Major Improvement Strategies into practice. They should include...

- ❑ A **description** of the action needed
- ❑ The **owner or responsible person** for each action
- ❑ The **deadline** for each action (or cadence of repeated actions like coaching sessions or team meetings)
- ❑ Any **resources** needed to support that action (e.g., budget for PD, data trackers for observation walks, etc.)

What to put in your UIP: Action Plans Tab

Action Plans

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.

Example Action Steps:

<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

Strengths:

- ✓ Identifies concrete action step, timeline, persons responsible/involved, and resources needed

What to put in your UIP: Action Plans Tab

Progress Monitoring

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.

Progress Monitoring includes three components in the UIP:

- ❑ **Annual Targets** that name ambitious but attainable targets in student performance outcomes that will indicate progress on the identified priority challenges.
- ❑ **Implementation Benchmarks** that specify key milestones allowing the school to determine whether action plans are being implemented with fidelity
- ❑ **Interim Measures** that provide mid-year targets for student performance that indicate they are on track to meet Annual Targets.

What to put in your UIP: Action Plans Tab

Progress Monitoring

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.

Annual Targets name ambitious but attainable targets in student performance outcomes that will indicate progress on the identified priority challenges.

Example: Annual Targets

Current baseline for 2021-22: 26% of students earned a score of Meets or Exceeds on CMAS Literacy

2022-2023: 30% of students will earn a score of Meets or Exceeds on CMAS Literacy.

2023-2024: 35% of students will earn a score of Meets or Exceeds on CMAS Literacy.

Resources Available:

- [UIP 101](#): Target Setting and Interim Measures

What to put in your UIP: Action Plans Tab

Progress Monitoring

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.

Implementation Benchmarks that specify key milestones allowing the school to determine whether action plans are being implemented with fidelity.

Example: Implementation Benchmark

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.

Resources Available:

- [Implementation Benchmarks Guidance Document](#)
- [UIP 101](#): Action Steps and Implementation Benchmarks

What to put in your UIP: Action Plans Tab

Progress Monitoring

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.

Interim Measures that provide mid-year targets for student performance that indicate they are on track to meet Annual Targets.

Example: Interim Measure

By December 15, student performance on iReady will show that 35% of students who initially tested below grade level will have reached proficiency.

Resources Available:

- [UIP 101](#): Target Setting and Interim Measures

Progress Monitoring

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.

Consider your own UIP. Take a moment to do one of the following:

- a) Review one of your current Implementation Benchmarks or Interim Measures. Check to see if it fulfills these requirements, and revise if needed (or make a note of how you'll do this later)
- b) Write a new Implementation Benchmark or Interim Measure

Satisfying Program-Specific Requirements

Additional UIP Requirements by category

Today's Focus:

All Schools with PI/T plan type:

- Family Engagement Strategies

Schools Serving K-3:

- READ Act (*all schools*)
- Early Learning Needs Assessment (ELNA) (*schools with PI/T plan type*)

Note that other categories have additional UIP requirements: e.g., ESSA Identification (CS, TS, A-TS), Comprehensive Early Literacy Grant (ELG), EASI Grant, Title I (if satisfying through UIP); these are not covered in this session.

Resources Available:

- [UIP Quality Criteria](#)
- [Priority Improvement and Turnaround Supplement](#)

All Schools: Family Engagement Activities

Requirement:

Includes high leverage action steps to increase parent engagement at the school that are aligned with Family, School and Community Partnering standards.

Where to include this in your UIP:

- Action Plans

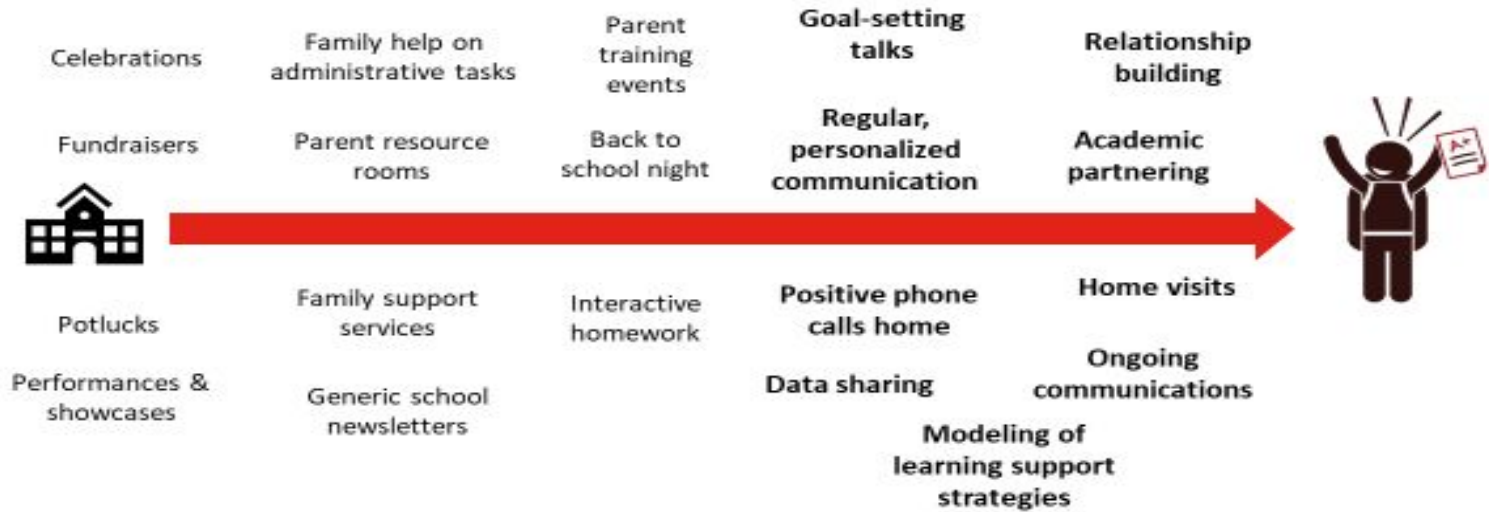
Resources Available:

- [Family, School, and Community Partnering Standards](#)

Family & Community Engagement



CONTINUUM OF IMPACT





Additional Resources Available:

- [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.

Application

If you don't yet have family engagement activities in your UIP, using the “Continuum of Impact” graphic or one of the other Family Engagement resources, write 2-3 Action Steps to incorporate family engagement activities into your UIP.

If you've already included family engagement activities, use the Continuum of Impact graphic to audit the activities you've identified. Including a blend of school-wide and individualized activities can help build strong family-school partnerships.



What are the Early Literacy Requirements in the UIP?

Data Narrative

- Data and trends from a READ interim assessment for grades K-3.

Strategies (in Action Plans tab)

- 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.

Target Setting (in Action Plans tab)

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

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%

Strengths:

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

Example of an Early Literacy Strategy

Implement Early Literacy Instruction

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.

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).

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.

Strengths:

- ✓ Reflect a plan to target the needs of students who are not yet on grade-level
- ✓ Scientifically and evidence-based actions

Example of Early Literacy Targets

Performance Indicator: Academic Achievement

Measure/Metric: Reading

2021-22: Students on grade level will increase by 10% as measured by iStation

2022-23: Students on grade level will increase by 13% as measured by iStation

Performance Indicator: Academic Achievement

Measure/Metric: Reading

2021-22: There will be a 15% decrease in students SGBL (*i.e.*, *SRD*) as measured by iStation

2022-23: There will be a 15% decrease in students SGBL (*i.e.*, *SRD*) as measured by iStation

Strengths:

- ✓ The targets explicitly focus on *increasing* the percentage of students reading on grade level and *decreasing* the percentage of students identified as SRD

If your school serves k-3, consider your own UIP. Take a moment to do one of the following:

- a. Add elements to satisfy READ Act/Early Literacy requirements to your Data Narrative or Action Plans.
- b. Revise your current UIP contents to meet these requirements.
- c. Make a plan for how you will make these revisions.

If your school doesn't serve k-3, you can use this time to continue reflecting on the five foundational elements of the UIP OR considering how you will integrate family engagement activities in your plan.

Schools serving K-3: Early Learning Needs Assessment (ELNA)

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.

- ★ *Applies to schools with a Priority Improvement or Turnaround plan type that serve students in K-3.*

Note: *The ELNA is frequently conflated with the Early Literacy Grant – these are separate things.*

Schools serving K-3: Early Learning Needs Assessment (ELNA)

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

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 Available:

- [Parent Notification and Public Hearing Requirements \(2022-23\)](#)
(includes a sample Parent Notification Letter)
- [Priority Improvement & Turnaround Supplement](#)

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

- District-level Strategic Planning (holistic or targeted at one or more key district systems)
- District Improvement Implementation Support (including STLD)
- District Managers

School-level supports

- 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).

Additional Resources Available



Planning Resource: Implementation Guide

What is the Implementation Guide?

Guidance to support the creation of site-specific implementation plans for any clearly defined strategy. *(Based on findings of Implementation Science.)*

What is the purpose of the Implementation Guide?

Puts a concise overview of **research-based implementation best practices** in the hands of schools and districts.

What can it help you do?

Create Action Plans and establish Progress Monitoring measures using the guidance in the document and the **Planning Worksheets** in the Appendix.

Implementation Guide

Planning for Improvement Strategy Implementation



Overview of Strategy Implementation

School improvement strategies have the potential to create meaningful and lasting changes in educational outcomes for students, but a successful strategy hinges on strong implementation, along with a progress monitoring approach that is carefully planned and executed with fidelity (Figure 1). Implementation Science draws on data and observations from improvement efforts throughout the arena of human services to identify how the *implementation* of strategies must be supported if they are to result in authentic and measurable changes in practice. This guide incorporates insights and guidance from Implementation Science to provide research-based considerations for creating site-specific implementation plans.

This guide is designed to be used in conjunction with other CDE-created resources, including the Strategy Guides, to help you design a site-specific school improvement action plan. This guidance can also be used to implement any well-defined educational strategy, as it presents the general practices that support strong strategy implementation in a variety of contexts.

Resources in this Document:

- [Planning Worksheet](#)
- [Planning Templates](#)

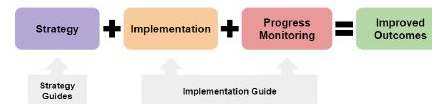


Figure 1

Where does this guide fit in the Improvement Planning process?



Figure 2

Selecting and implementing an improvement strategy builds and depends on a thorough review of the current state of a school or system that identifies and prioritizes key challenges for improvement in the coming year or planning cycle (Figure 2). As part of this data analysis, an exploration of the possible root causes for these challenges should inform the strategy ultimately adopted. For resources and guidance on data analysis and root cause identification, visit CDE's page on [Root Cause Analysis](#).

Pre-work: Selecting a Strategy

Since different strategies require different kinds of work and target different root causes for performance challenges, carefully considering and selecting an improvement strategy is an important step in the improvement planning process. The questions below can help you determine whether a given strategy is right for your school.

- Is there already support or appetite for this strategy at your school, or will you need to build investment?
- Does this strategy focus on a prioritized performance challenge and its root cause(s)?
- Do key leaders support this major improvement strategy? Do leaders have the capacity to continue leading the strategy in an ongoing way?

Moving from Strategy to Action Plans

If you'd like stronger guidance on how to create action plans and progress monitoring plans for your identified strategies, use the **Implementation Guide** and its **Planning Worksheets** to pull together all the information you need to create these plans.

If desired, you can also use the **UIP Working Document** (i.e., planning template) to draft UIP content based on those Planning Worksheets; you can then copy and paste this content into the UIP Online System.

Resources

- [District Accountability Handbook](#)
- [Parent Notification and Public Hearing Requirements](#)
- [Priority Improvement and Turnaround Supplement](#)
- [Strategy Guides](#)
- [Implementation Guide](#)
- [UIP 101 Video Series](#)
- [UIP Working Document](#) - *This link will prompt you to make a copy, then open a planning document in Google Docs.*

Thank You

