Welcome to the Online UIP!

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. Link to the system: [https://cdeapps.cde.state.co.us/index.html](https://cdeapps.cde.state.co.us/index.html)

**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:

New! Select and view prior year plans here!

Click here to jump into sections

Click here to copy in previous year’s plan

Click here to log out
The District Dashboard view:

Click here to return to Administrative Pages

Click here to copy in previous year’s plan

Click here to jump into sections
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.
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

<table>
<thead>
<tr>
<th>Program</th>
<th>Identification Process</th>
<th>Identification for School</th>
<th>Directions for Completing Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Type for State Accreditation</td>
<td>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.</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achievement Performance Indicator on School Performance Framework</td>
<td></td>
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<tr>
<td></td>
<td>Academic Growth Indicator on School Performance Framework</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Postsecondary and Workforce Readiness Indicator on School Performance Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biennial UIP Submission Flexibility</td>
<td>Schools that received Performance plan type on the School Performance Framework.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section II: UIP Info

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

New! Select a convergent or divergent path for Gifted Education instructions.
The 2018-2019 district UIP template has been updated to include gifted education pathway choices. Select **Gifted Education: Convergent** to display instructions on how to embed trends, challenges, targets and strategies regarding gifted education within the larger analysis and plan for the district. Select **Gifted Education: Divergent** to display instructions on how to analyze gifted education performance, challenges, targets and strategies separately.

At the bottom of the UIP Info page, schools and districts add contact information of school and district staff/administration. These contacts should be 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.
Section III: Data Narrative

This section is accessed by clicking on the Section III tab, then clicking through the sub-navigation. The online UIP includes six components that weave 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.

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
Section III: Step One – Brief Description

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

Section III: Step Five – Priority Performance Challenges

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

<table>
<thead>
<tr>
<th>My School</th>
<th>Section I: Summary of School</th>
<th>Section II: UIP Info</th>
<th>Section III: Data Narrative</th>
<th>Section IV: Action Plans</th>
<th>Addenda</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIP Narrative</td>
<td>Brief Description</td>
<td>Prior Year Targets</td>
<td>Current Performance</td>
<td>Trend Analysis</td>
<td>Priority Performance Challenges</td>
<td>Root Causes</td>
</tr>
</tbody>
</table>

Section III: Step Six - Root Causes

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]

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:

Root Cause Identification and Verification: The root causes were identified by the staff members after many discussions on Data Analysis and Trends. P&G did a “shoulder
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: Action Plans**

Four tabs make up the Action Planning section of the Online System: (1) Major Improvement Strategies, (2) Planning Form, (3) Full Plan, and (4) Target Setting. These online forms are equivalent to the same forms in the paper plan.

**Section IV: Action Plans - Major Improvement Strategies**

Schools and districts use this section to identify, list, and explain major improvement strategies that will address the root causes determined in the data narrative. For each major improvement strategy, schools and districts will need to explain what success will look like when this strategy has been enacted, and the research supporting the implementation of the strategy. Schools and districts are also asked to select the accountability provision or grant opportunity addressed by the strategy.
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.
Section IV: Action Plans - Planning Form

Next, use the Planning Form to create the Action Plan. For each major improvement strategy, implementation benchmarks and action steps must be completed.

Implementation benchmarks detail a progress monitoring plan for the major improvement strategies. They should indicate what practical measurements will be used to track the implementation of the strategies, and should assign timelines and key personnel to monitor progress.
Once implementation benchmarks have been completed, to monitor implementation of the strategy, action steps can be created to detail the steps taken to carry out the strategy.

Action steps detail how strategies will be broken down into practical, achievable segments. A timeline, resources, start and end dates, and key personnel will need to be identified. The action steps can also be tracked and measured using the implementation benchmarks.

Action Steps and Implementation Benchmarks can be added, deleted, or edited from the “Planning Form” tab.
NEW! Implementation Benchmarks and Action Steps can be edited all at once using the “edit all” button on the Planning Form tab.
Gantt Chart

At the bottom of the Planning Form tab, 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. This area is for information only and does not display in the final plan.

Section IV: Action Plan – 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 Plan - Target Setting

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

The area to add targets will display after the author has created priority performance challenges on Section III. For each target, select the 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.
Section IV: Action Plans - Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, 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.

Priority Performance Challenge: Low growth across all subjects

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Academic Achievement (Status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures / Metrics</td>
<td>R test</td>
</tr>
<tr>
<td>Annual Performance Targets</td>
<td>2018-2019:</td>
</tr>
<tr>
<td></td>
<td>2019-2020:</td>
</tr>
<tr>
<td>Interim Measures for 2018-2019:</td>
<td></td>
</tr>
</tbody>
</table>
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.
Submitting a Completed Plan

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 MIs.

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

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