

The Colorado U.I.P. (Unified Improvement Planning)



COLORADO

Department of Education

and

The District 11 One Plan



The U.I.P. – Data Narrative

My School

School Requirements and Information

Data Narrative

Action Plans

Collaboration

UIP Narrative

Brief Description

Prior Year Targets

Current Performance

Trend Analysis

Priority Performance Challenges

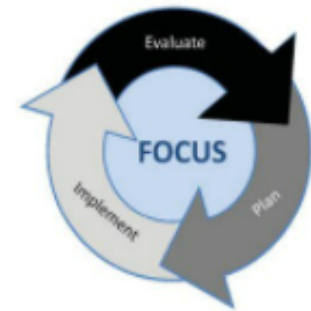
Root Causes

Section III: Narrative on Data Analysis and Root Cause Identification

Complete & Ready to submit

Download

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided at [Unified Improvement Planning Website](#).



The U.I.P. – Priority Performance and Root Cause

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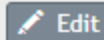
Complete & Ready to submit

Performance Challenge(s)

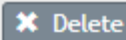


Lack of Adequate GPA for Student Achievement

During the 20-21 school year, 178 students have a cumulative GPA of 2.0 or less.



Edit



Delete

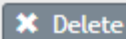


Lack of Attendance, Especially Amongst Students Chronically Absent

During the 20-21 school year, chronic absenteeism was at 49%.



Edit



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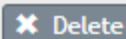


Lack of Growth and Achievement on Local Assessments

Over the last three years, Galileo students have performed low on local assessments.



Edit



Delete

The U.I.P. – Priority Performance and Root Cause

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Priority Performance Challenge: Lack of Adequate GPA for Student Achievement
During the 20-21 school year, 178 students have a cumulative GPA of 2.0 or less.

Root Cause (s) Associated with this Performance Challenge [[Add / Associate Root Cause](#)]



Instructional Strategies - lack of consistent instructional strategies

Edit


Unassociate

Delete

The U.I.P. – Major Improvement Strategies (MIS)



Major Improvement Strategy: AVID Instructional Strategies

 Edit Improvement Strategy

 Delete Improvement Strategy


Describe what success will look like:

Galileo will ensure all new staff are trained and equipped to utilize AVID tools and strategies. Students will use AVID organizational tools to keep track of coursework and course grades which allows them to organize their thinking and learning in all content areas. Second quarter, students will begin using AVID goal setting strategies to identify personal goals in one of three indicators (attendance, behavior, and course performance). Second semester, AVID focused note-taking (FNT) will be implemented to support effective student writing strategies. When we implement the use of AVID instructional strategies, then low student GPA will be addressed which will lead to no more than 20% of our students with an annual GPA below 2.0.

Describe the research supporting this strategy and why it is a good fit for your school:

AVID Schoolwide Impact An article published in the Journal of Education for Students Placed at Risk, by Watt, Powell, Mendiola, and Cossio (2006) examined high schools in Texas that used AVID as a model for comprehensive school reform. AVID schools in this study saw an improvement in areas of advanced course enrollment, students graduating with advanced graduation plans, AP/IB testing, and high school graduation or completion rates over the four-year period. Their districts also experienced gains in all four areas. Non-AVID schools experienced gains in students graduating on advanced graduation plans and AP/IB testing, and their districts followed the same pattern. However, results showed that the performance profiles of AVID schools and their districts have improved over four years of AVID implementation while the non-AVID comparison schools and districts did not show similar improvements even though their student demographics were very similar. Seven of the AVID schools and two of the non-AVID schools improved their accountability ratings. By impacting the performance of a cohort of predominantly non-white and/or low-income students, AVID can leverage the profile of the entire school even prior to having direct impacts on other non-AVID students schoolwide.


Root Cause

 Add Root Cause



Instructional Strategies: lack of consistent instructional strategies

 Edit

 Unassociate

The U.I.P. – Major Improvement Strategies (MIS)



Implementation Benchmarks

Edit All 

Reset 

Add New 

Search:

<input type="checkbox"/> Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
<input type="checkbox"/>  	See attachment					

First Previous **1** Next Last

Show entries

Improvement Action Steps

Edit All 

Reset 

Add New 





Search:

<input type="checkbox"/> Action	Action Step Name	Description of Action Step	Start Date	End Date	Resources	Key Personnel
<input type="checkbox"/>  	See attachment					

First Previous **1** Next Last

Show entries

U.I.P. – School Overview – Snapshot

UIP Progress		Relationship of UIP Elements		
UIP Component	Status	 Priority Performance Challenges	 Root Cause	 Major Improvement Strategies
Summary of District	Ready to Submit	<ul style="list-style-type: none"> Lack of Adequate GPA for Student Achievement 	<ul style="list-style-type: none"> Instructional Strategies 	<ul style="list-style-type: none"> AVID Instructional Strategies
UIP Info	In Progress	<ul style="list-style-type: none"> Lack of Attendance, Especially Amongst Students Chronically Absent 	<ul style="list-style-type: none"> MTSS Procedures 	<ul style="list-style-type: none"> Student Attendance
Data Narrative	In Progress	<ul style="list-style-type: none"> Lack of Growth and Achievement on Local Assessments 	<ul style="list-style-type: none"> Lack of PLC Structures 	<ul style="list-style-type: none"> PLC Structures
Action Plans	In Progress			
<div style="background-color: #444; color: white; padding: 10px; display: inline-block; border-radius: 5px;">  Submit for Public Posting </div>				

One Plan – What is it?

One Plan 2021-22

School Improvement

2021-22 Sample Plan

2021-22 School Year



Data Analysis

School Overview

Contributing Factors

MIS 1

MIS 2

MIS 3

Notes

Principal Hub

Strategic Purpose (In Development)

Data Analysis

School Overview

Contributing Factors

MIS 1

MIS 2

MIS 3

Notes

Principal Hub

Strategic Purpose (In Development)

Stakeholder Participation

Collective Responsibility

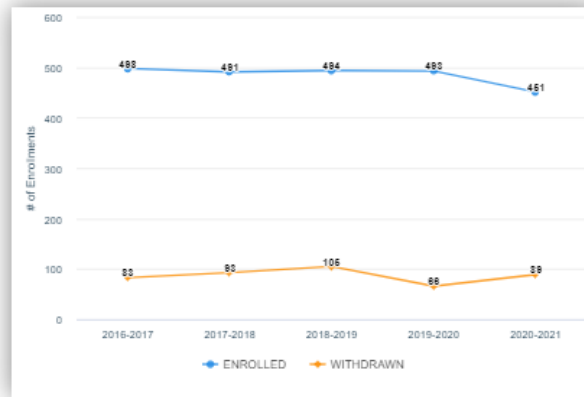
Prior Year Reflection

Equity

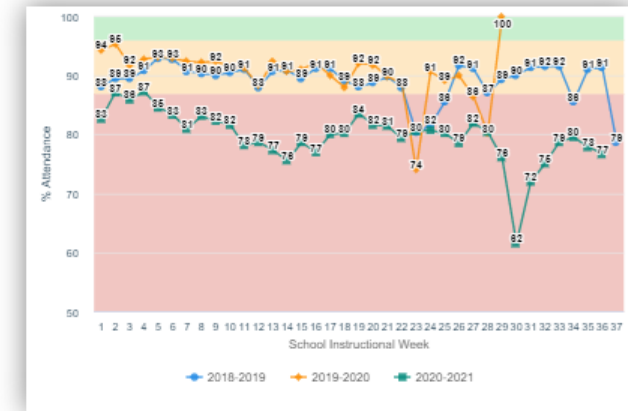
Intuitive and Linear Data Protocol

One Plan – Data Analysis

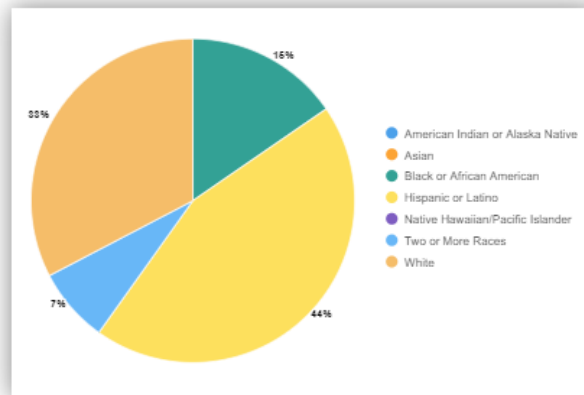
How many students have been enrolled?



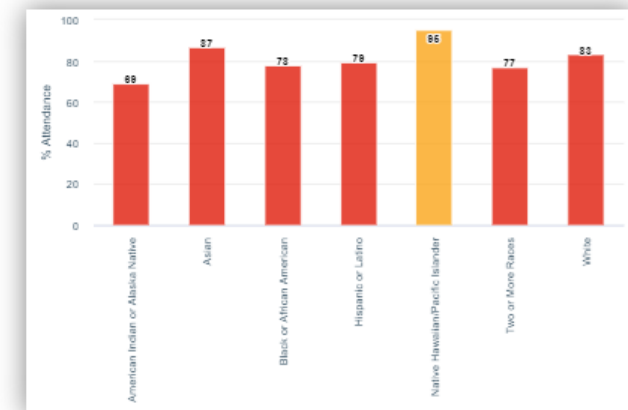
Is student attendance improving week over week?



What is the percent of enrolled students by Race/Ethnicity



What is the attendance for each student Race/Ethn?



One Plan – Data Analysis

- **What are observable strengths in the data?**
- **What notable trends do you see in the data?**
- **What gaps exist between student sub-groups in the data?**

EXISTING CHALLENGES EVIDENT IN
ATTENDANCE DATA

POSSIBLE CONTRIBUTING FACTORS

One Plan – Contributing Factors

- Identify up to 3 Priority Performance Challenges (data indicators)

PRIORITY PERFORMANCE CHALLENGES	RATIONALE FOR PRIORITIZATION
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- Significant Contributing Factor (School processes or actions that impact the data)

PRIORITY PERFORMANCE CHALLENGES	PROCESS FOR IDENTIFYING AND VERIFYING THE SIGNIFICANT CONTRIBUTING FACTOR(S)	SIGNIFICANT CONTRIBUTING FACTOR
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One Plan – Major Improvement Strategy (MIS)

- **Identify Priority Performance Challenges addressed.**
- **Name their Major Improvement Strategy**
- **Describe the DATA used to select the MIS**
- **Create Goals**
- **Theory of Change Statement**

When we implement (this MIS), then (the identified Priority Performance Challenge) will be addressed, which will lead to (measurable change in data).

One Plan – Student Focus

- Identify the elements of the District 11 Graduate Profile that are supported by this MIS.
- How will you align the daily work students are engaged in, to the D11 Graduate Profiles, so that Ambitious Instruction occurs?
- What plans and processes will be put in place for teacher observation and coaching to ensure equitable Ambitious Instruction for all students?

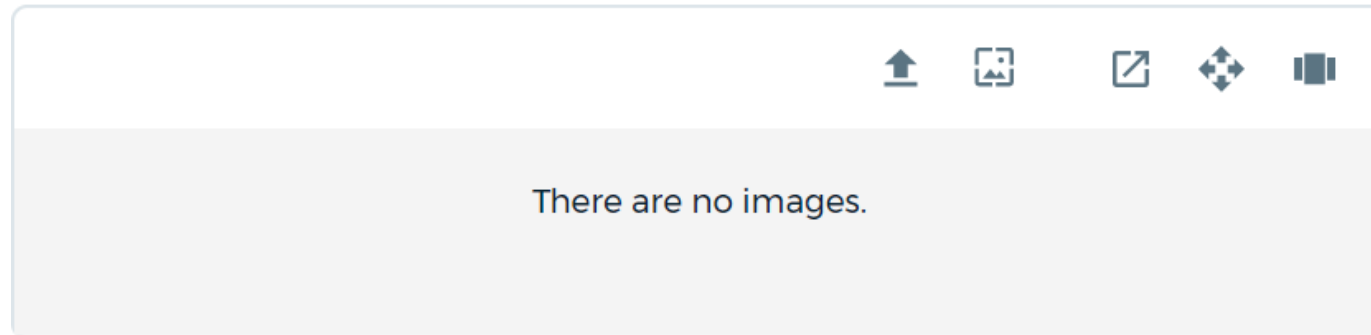
One Plan – Implementation and Actions

- **Implementation Benchmark – Measurable Growth or Achievement**
- **Action Steps – specific actions that are tied to the MIS**

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	CHECK-IN DATE(S) AND STATUS MM/DD/YY: (ADJUSTMENTS NEEDED, IN-PROGRESS, ON-TRACK, COMPLETE)	MONITORING NOTES AND EVIDENCE OF PROGRESS
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One Plan – Evidence and Observations

- Evaluation of the Actions Steps
- Evaluation of the Strategy
- Evidence of Growth



- Observations/ Links to Documents/ Notes

One Plan – Individualization and Flexibility

- MIS 1 Ambitious Instruction
- MIS2 and MIS 3 Choice

5E Focus

- Ambitious Instruction
- Collaborative Teachers
- Effective Leaders
- Involved Families
- Supportive Environments
- Other

One Plan – Unified Initiatives

School Overview

- Describe Stakeholder Participation
- Describe the types of collaborative planning opportunities provided to stakeholders
- List the names of stakeholders who partnered in the development of the school's improvement plan

DISTRICT PARTNERS	SCHOOL LEADERS	SCHOOL PERSONNEL	PARENTS AND FAMILIES	STUDENTS (MH & HS)	OTHER
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One Plan – Unified Initiatives

MTSS – Collective Responsibility

- Provide an overview of MTSS teaming structures

NAME OF TEAM	PURPOSE OF TEAM	PARTICIPANTS	MEETING FREQUENCY
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- Summarize how the school cultivates a collaborative culture that promotes intentional, mission-driven change.
- Describe the school's commitment to instructional practices designed to support the outcomes identified in the D11 Graduate Profile.
- What is your school's academic long-term plan?

One Plan – Unified Initiatives

Prior Year Reflection

- Reflecting on Prior-Year Major Improvement Strategies, what was successful?
- Reflecting on Prior-Year Tutoring and Intervention, what was successful?
- What are you doing to ensure sustainability of progress?
- Funding Sources Used to Sustain Progress

FUNDING AMOUNT

IDENTIFY THE FUNDING SOURCE

RESOURCES FUNDED

One Plan – Unified Initiatives

Equity

- Summarize the school processes that support an equitable ecosystem to meet the unique needs of all.
- How are ALL students engaged in real, relevant, and authentic learning that is aligned to skills within the D11 Graduate Profile?

One Plan – Centralized Navigation System

Principal Hub

- **Budget Overview**

Funding Allocations

Include all that apply: General Fund, Title 1, Title 2A, Empower, READ Act, MTSS, Tutoring, Grants or Other types

One Plan – Centralized Navigation System

Principal Hub

- **Guidance and Resources**

[Symposium Guidance Documents \(including Sample Schedule\)](#)

[Major Improvement Strategy Guides](#)

[Data Analysis for Continuous School Improvement by Victoria L. Bernhardt](#)

[District 11 MTSS Guidebook](#)

[Title I Schoolwide Program Plan Requirements and Rubric](#)

[> D11 Graduate Profile Resources](#)

[> Community Outreach Guidance](#)

[> ESSA and EASI Guidance](#)

[> ELG Guidance](#)

[> 21st Century Guidance](#)

[> UIP Guidance](#)

One Plan – Centralized Navigation System

District Funds and Supports

+ MTSS Funding

+ Title 1 Funding

+ Empower Funding

+ READ Act Funding

+ EDSL Tutoring Funding

One Plan – Centralized Navigation System

District Funds and Supports

[Email Jennifer Schulte](#)

Awaiting Feedback Feedback Given Revised Completed Funded

Disbursements

[+ New](#)

SEMESTER	DATE	AMOUNT	
No data to display.			

[+ Feedback](#)

What is in the One Plan?

- **Living, evolving data protocol.**
- **Formative – allows for ongoing evaluation of strategies put in place.**
- **Unified District Initiatives woven into local school plans and actions.**
- **A Centralized Navigation System for principals and schools.**