

## **School Accountability Committee (SAC) Guidelines for Unified Improvement Plan (UIP) Review**

During the initial SAC meeting of the year, the SAC needs to review and provide input and feedback on their school's Unified School Improvement Plan (UIP). UIPs are mandated by the Colorado Department of Education (CDE) as part of the state's accountability system. The purpose of these guidelines is to help start the conversation between SAC and School leadership.

Schools are obligated to document the community's involvement in the planning process. By law, School and District Accountability committees (SACs/DAC) must be included in the development of the Unified Improvement Plan (UIP). The school board must adopt UIPs of any schools that have received a rating on the School Performance Framework (SPF) of priority improvement or turnaround. A school that received an SPF rating of turnaround is required to announce and hold a public review of their UIP and their plans must be adopted by the Board of Education.

These guidelines follow the structure of the rubric provided by the CDE [http://www.cde.state.co.us/uip/school\\_gc](http://www.cde.state.co.us/uip/school_gc)

1. Brief description
  - a. Does the summary accurately represent your school and its community, including staff and student composition, and community partnerships?
  - b. Is every change accounted for, whether in leadership, programs, curriculum, facilities or recent occurrences?
  - c. How are different stakeholder groups involved in the plan's development?
  - d. Were all relevant subgroups represented in the SAC review group?
2. Prior year targets
  - a. Was the previous plan assessed?
  - b. Is there an analysis of targets/ goals and the chosen Strategies Major Improvement strategy (MIS) 1, 2 and even 3?
  - c. Does it provide reasoning for success, progress or failure stated?
  - d. Does it detail the implementation process? Missed performance targets may indicate MIS implementation issues or ineffective identification of root causes.
3. Current performance
  - a. Data review: CMAS for elementary & middle school, SAT/PSAT and workforce readiness for high schools.
  - b. Is the data relevant to the planning process and is additional data included to complete understanding?

4. Notable trend
  - a. Are three years of data provided for trend analysis? Why were these specific data points chosen?
  - b. Which content area and student group were emphasized?
  - c. Do these choices make sense?
5. Priority performance challenge PPC
  - a. Is the statement comprehensible and specific?
  - b. Does it focus on students?
  - c. Is there justification for the selection?
  - d. Will it drive the most impactful change and biggest improvement?
6. Root causes
  - a. Identification of the root causes is crucial to the plan's success.
  - b. Do the root causes align to the priority performance challenge?
  - c. Do the root causes explain the issues and addressing the root cause changes the outcome?
  - d. Are they based on systems within the school's control?
  - e. Does it make sense?
7. Major Improvement strategy MIS
  - a. Does the plan encompass evidence-based MIS, supported by research indicating effectiveness?
  - b. Does the plan describe the strategy and its alignment to the priority performance challenges?
  - c. Will this strategy address the root cause?
8. Implementation Benchmarks
  - a. Do the benchmarks provide data to demonstrate the effectiveness of the strategies?
  - b. Do the benchmarks provide a timely data cycle that produces quality results?
  - c. Do they target adult actions or systems?
  - d. Do they identify a task or action, an actor, a date, and a target measurement?
9. Action steps
  - a. Are the action steps specific, including clear action, completion dates, responsible individuals and necessary resources?
  - b. Are they rooted in the chosen Major Improvement strategy?
  - c. Will these steps lead to change in the data?
  - d. Look for measurable adult actions or system changes, focused on outcome and implementation quality beyond

mere completion?

10. Annual targets

- a. Assess if the annual targets are ambitious yet attainable?
- b. Are they aligned with the Priority performance challenge?

11. Interim Measures

- a. Will these measures indicate that the school is progressing in the right direction?
- b. Is the focus on student outcomes?

12. Overall Plan Coherence:

- a. Does the plan have an accurate description of your school?
- b. Does the review on prior year targets and current data lead to the Identification of the challenges, root causes and selection of the Major Improvement Strategy?
- c. Do the strategies guide action steps that will lead to the biggest change?
- d. Are actions and measures of progress appropriately selected?

Every month SACs will receive an update on the action steps completed and any reached implementation benchmarks, interim measures or targets. It is reasonable if the plan's outcomes diverge from expectation. The key lies in the school's response and adaptation. The reflection on the actual plan will be a part of next year's planning process.