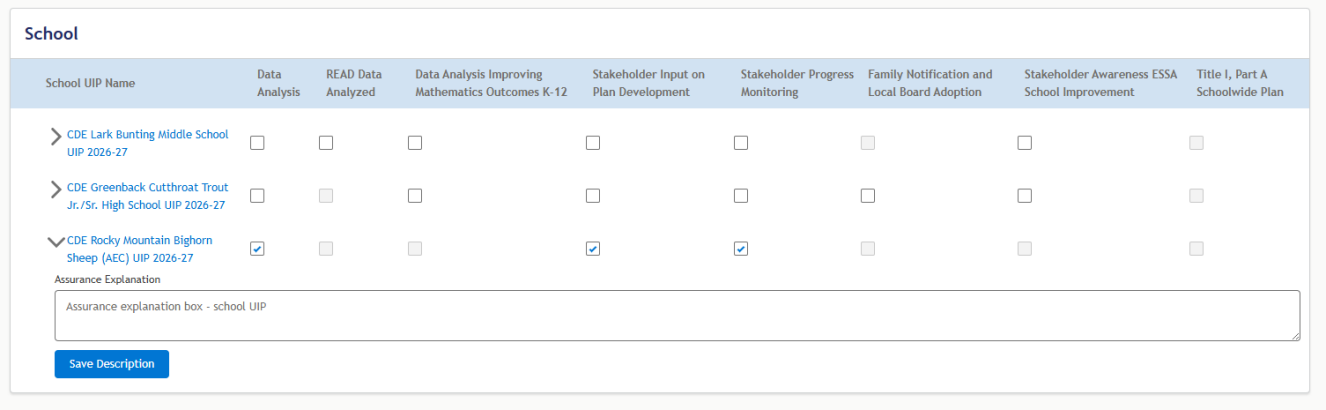
Unified Improvement Plan
Quality Criteria – Assurance Statements Supplement Resource

Overview of Quality Criteria and Assurance Statements Supplement

The Unified Improvement Plan (UIP) provides districts and schools with a consistent and streamlined template for capturing improvement planning efforts that increase student learning and that satisfy multiple strands of state and federal planning requirements.

This supplemental resource is to be used in conjunction with the UIP Online System and the UIP Quality Criteria, specifically the "Assurances & Requirements" tab on the UIP template. Additional details for the assurance statements can be found in the UIP Quality Criteria.



Key to Icons Used in Quality Criteria tables

ALL	All Schools and Districts
I	Schools and Districts submitting Improvement Plans
PI	Schools and Districts submitting Priority Improvement Plans
T	Schools and Districts submitting Turnaround Plans
Clock Year 4	Schools and Districts on Year 4 of the state Accountability Clock
CS	Schools identified for Comprehensive Support through Every Student Succeeds Act (ESSA)
TS	Schools identified for Targeted Support through ESSA
A-TS	Schools identified for Additional Targeted Support through ESSA
K-3	Schools and Districts serving grades K-3
9-12	Schools and Districts serving grades 9-12
EASI	Schools and Districts that have received a *School Holistic* or *District Strategic Planning* grant in the last two years, or *Transformation Network* grant in the last three years through Empowering Action for School Improvement (EASI)
TI-SW	***Optional:*** Schools using the UIP to satisfy Title I Schoolwide requirements
ISD:LP	Schools and districts that have been identified for Insufficient State Data: Low Participation (ISD:LP)

Additional Plan Processes for Federal Requirements

Planning Requirements for Federally Identified Schools



Note that schools identified for Comprehensive Support (CS), Targeted Support (TS), or Additional Targeted Support (A-TS) through the federal Every Student Succeeds Act (ESSA) are responsible for satisfying a specific set of federal requirements in their UIP. These requirements are identified in two ways throughout this document:

1. Requirements for ALL schools that are also included in CS-specific requirements are marked with the blue "CS" button in the "Topic" column of the criteria tables below.
2. Additional requirements that are specific to schools with federal identifications are marked with these buttons (see "Key to Icons" at right) in the "Who must address this requirement?" column of the Quality Criteria tables below.

Title I Schoolwide Requirements (Optional)



Schools have the option of using the UIP to satisfy Title I Schoolwide requirements. For schools planning to satisfy these requirements in the UIP, specific requirements are indicated in this document with a "TI-SW" icon in the "Who must address this requirement" column or in the "topic" column of the Quality Criteria tables below. The ESSA Schoolwide Requirements Rubric provides additional information for schools and districts to use when planning, implementing and evaluating Title I schoolwide programs.

Assurance Statements for District Assurance Dashboard

UIP Process: Data Analysis

Who must address this requirement?	Topic	Assurance
ALL	**Data Analysis** CS TI-SW	The Unified Improvement Plan is the result of thorough data analysis. ● Data was analyzed from both local and state sources. ● Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. ● Current school and/or district performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).
I PI T	**Data Analysis** *Improving Mathematics Outcomes K-12*	Math assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).
K-3	**Data Analysis** *READ Act*	K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

UIP Process: Development and Posting

Who must address this requirement?	Topic	Assurance
TI-SW	**Schoolwide Plan Acknowledgement, Monitoring and Revision** ***Title I, Part A Schoolwide Plan***	**[OPTIONAL - School-level requirement]** This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming. ● The plan includes a comprehensive needs assessment and instructional strategies that strengthen the academic program of the school, specifically addressing the needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards. ● The school will make the plan publicly available, monitor it regularly, and revise it as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

UIP Process: Stakeholder Involvement

Who must address this requirement?	Topic	Assurance
ALL	**Stakeholder Input on Plan Development** CS TS A-TS TI-SW	The plan was developed in partnership with stakeholders, including school and district leaders, teachers, parents/families, and the School Accountability Committee (SAC) or District Accountability Committee (DAC).
ALL	**Stakeholder Progress Monitoring** CS TS A-TS TI-SW	The site will involve stakeholders—at a minimum, the School or District Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.
ALL	**Local Board Adoption**	**[District-level requirement]** The local board reviewed and adopted the plan
CS TS A-TS	**Stakeholder Awareness** *ESSA School Improvement*	**[School-level requirement]** Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.
PI T	**Family Notification and Local Board Adoption**	**[School-level requirement]** • Written notice of the initial plan type was shared with families within 30 calendar days of identification. • The SAC met to provide input on the improvement plan prior to the public hearing. • A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. • The local board reviewed and adopted the plan.