Action & Implementation Progress Monitoring Plans – Examples

Purpose

The Action Plan and Implementation Progress Monitoring Plan elements of the UIP provide information about how each Major Improvement Strategy will be implemented and progress monitored. When these plans are well developed and executed, they guide leadership and implementation teams by providing a process and timeline for enacting the strategy and monitoring implementation progress. These plans cover the duration of the posting period (e.g., if the UIP is posted annually, then the Action Plan covers a one-year period). Examples for both are provided below that "Meets Expectations" using CDE's UIP Quality Criteria for all[1] schools and districts.

Consideration Points

When developing Action Plans for each Major Improvement Strategy, include Action Steps that:

- ✓ Describe critical, high-leverage actions associated with implementation of each strategy.
- ✓ Are deliberately sequenced, spanning the course of the planning period.
- ✓ Are assigned to team members (roles, not names to protect privacy) who are responsible or accountable for initiation, maintenance, and completion.
- ✓ Outline the task of reviewing interim student performance targets (at least twice)

When developing Implementation Progress Monitoring Plans, be sure to include:

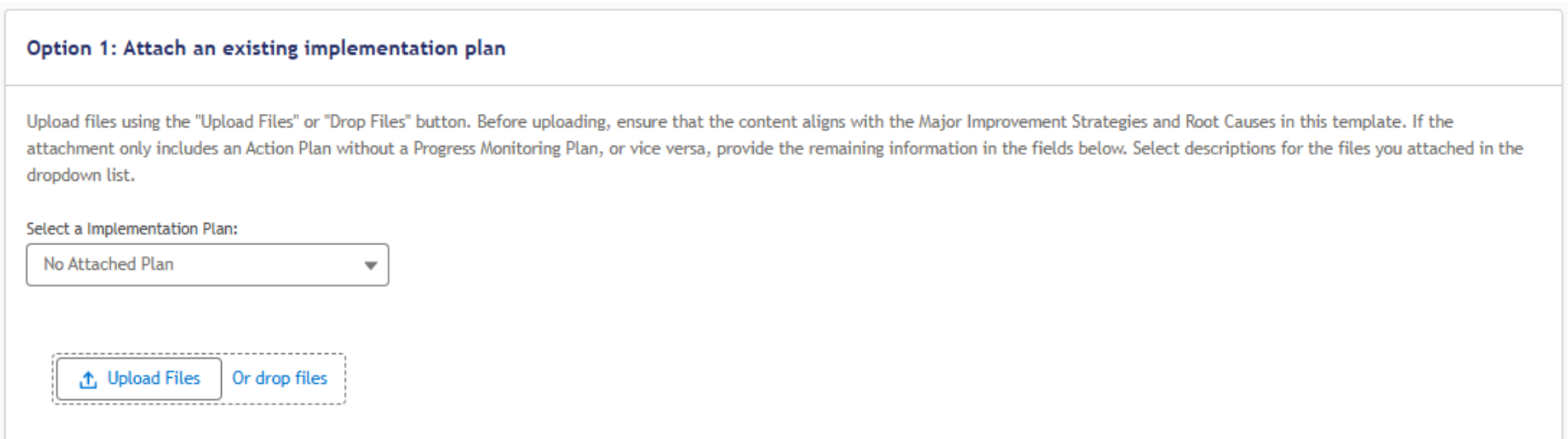
- ✓ A list of at least two implementation milestones, which are specific, measurable/observable checkpoints for adult action or system change, that you expect to see as you progress through implementing the strategy.

[1] These examples do not cover every requirement in the Quality Criteria, such as those based on specific plan types, programs or ESSA.

Examples

Example 1 – Option 1: Attach an existing implementation plan

Some sites use alternative short-cycle planning tools, like the 90-day plan. Instead of requiring sites to copy and paste Action Plans and Implementation Progress Monitoring Plan content into the Action Plan & Progress Monitoring tab of the UIP Online template, CDE provides users with the option to upload files that will meet these planning requirements.



Example 2 – A school with a Priority Improvement plan type; action plan meets the one-year UIP posting requirement

Major Improvement Strategy: DDI cycles and data tools supported by coaching cycles and PD

Action Plan

Action Step	Responsible Party	Start Date	End Date
Create an implementation calendar that includes time to create interim assessments, results analysis, weekly data meetings and re-teaching overlapped with the coaching cycles	Instruction Leadership Team	7/20/26	7/31/26
Development of classroom walkthrough tool that aligns to Best First Instruction (maintaining rigor/grade level expectations) with reteaching strategies (whole/small group or individualized)	Instructional Leadership Team	8/3/26	8/14/26
Train teachers to use DDI protocol to understand how assessments define rigor, how to analyze student work, and adapt instruction based on analysis	Instructional Coach	8/10/26	8/10/26
Compile and distribute a resource kit of evidence-based reteach strategies aligned with DDI insights that includes Scaffolding practices for general ed, math & literacy; follow-up coach:teacher check-in	Instructional Coach/ELD Coach	8/11/26	8/14/26
PLC teams meet weekly during the school year, content focus area varies by week; add WIDA Model to the rotating focus area shortly after Model testing; the instructional coach is pulled in as needed	PLC Team	8/31/26	5/21/27
Data coach/teacher-lead provides BOY i-Ready work session at staff meeting to review BOY WIDA MODEL Test Scores, CMAS Growth ISRs, & a goal-setting data chat worksheet for students	Data Coach/Lead	9/30/26	9/30/26
Conduct bi-weekly classroom walkthroughs with observation tool to gather evidence of reteach strategies aligned with DDI insights followed by a brief 1:1 feedback loop with classroom teachers	Principal & Coach	9/28/26	5/14/27
District English Language Development coordinator provides WIDA Model work session at staff meeting – How to analyse and use WIDA MODEL Test Scores to Inform Instructional Planning	Principal & district ELD coordinator	9/30/26	9/30/26
During student led Parent-Teacher conferences, share BOY i-Ready data, explaining i-Ready typical and stretch goals their child has, sharing resources that families can use at home to support growth	Teachers	10/14/26	10/16/26

Action Step	Responsible Party	Start Date	End Date
Facilitate DDI workshop (#1) focused on observations with how well PLC teams are applying their analysis of student-based procedural and conceptual misunderstanding to write & enact reteach plan	Principal & Coach	10/19/26	10/19/26
Review MOY interim measures and targets to reflect on student strengths and gaps in relation to implementation milestones, make adjustments to the action and PD plan, as needed in semester 2	Instructional Leadership Team	1/5/27	1/5/27
Facilitate collaborative team workshops (#2) reflecting on processes, norms and DDI protocol in relation to first semester PLCs and student interim data, making adjustments to or refine processes	Coach & PLCs	1/5/27	1/8/27
Cultural Celebrations and Game Night with students and families that foster connection to the culturally diverse families with fun ways to support ELA and Math at home	All Staff	3/17/27	3/17/27
Meet to review the DDI action plan, implementation milestones and student progress. Consider gaps in resources to deepen DDI implementation, and identify 27-28 funding needed	Leadership Team	3/1/27	3/1/27
PLC teams complete self-assessment of the DDI Rubric; instructional leadership team uses results to evaluate DDI progress and inform UIP planning for the next school year	Leadership & PLC teams	4/19/27	4/30/27

Implementation Progress Monitoring Plan

Implementation Milestone	By what date?
80% of PLCs will consistently engage in the data analysis protocol as evidenced by team notes	10/30/26
75% of teachers implement effective reteach strategies based on trends found in student data and DDI meeting reviews	11/13/26
100% of PLCs will consistently engage in the data analysis protocol as evidenced by team notes	1/29/27
100% of teachers implement effective reteach strategies based on trends found in student data and DDI meeting reviews	2/19/27

Example 3 – A school with a Performance plan type, action plan meets the two-year UIP Biennial Flex posting requirement

This example represents a school eligible for biennial flexibility, with action steps that must span two years.

Major Improvement Strategy: Family, School, and Community Partnerships (FSCP)

Action Plan

Action Step	Responsible Party	Start Date	End Date
Grade level, FSCP and Admin teams, plus School Accountability Committee (SAC) completes the FSCP Self- Assessment Rubric to help prioritize where to begin work and set goals	Principal kicks off	7/27/26	8/28/26
Newly created FSCP team will audit family communication and translation needs based on student home language surveys, then develop a communication plan	FSCP team	8/3/26	8/28/26
Review FSCP self-assessment rubric results to identify 1 or 2 domains to prioritize with a lens on student attendance and engagement; use results to inform bi-monthly FSCP planning meetings	FSCP team	9/1/26	9/25/26
Monitor daily attendance and identify early patterns of daily and class absenteeism to identify disengaged students for support (weekly meetings), as the year progresses assess impact of support	Student Supports Team (SST)	8/24/26	5/19/27
Create family welcome packets and fall parent-teacher conference communication; include translations and multiple modalities of distribution	FSCP team	8/10/26	10/5/26
Engage SAC and Parent Teacher Association (PTA) in FSCP priorities this year, gathering input for community partnerships and fundraising to support student needs (e.g., clothing, transportation)	Principal & FSCP	9/7/26	9/18/26
Annual kick-off to the school's Attendance campaign in conjunction with October Count	Culture & FSCP	9/20/26	10/1/26
Review quarterly attendance and chronic absenteeism goals and progress towards goals (quarterly)	SST & FSCP	10/12/27	6/2/28
Review progress around implementation and student attendance data; adjust expectations and tiered strategies based on first semester review, and communicate with staff, students & families	Principal & SST	1/5/27	1/15/27
Administer the District Student and Family Climate Surveys, conduct focus groups with diverse parent and student groups based on survey results and attendance lens	Culture & FSCP	3/1/27	3/26/27

Action Step	Responsible Party	Start Date	End Date
Initiate a Take the Test campaign in conjunction with the school's Attendance campaign to increase participation on the state assessment; build in celebrations sponsored by local businesses	Culture & FSCP	2/1/27	4/30/27
Share School Climate results and attendance data with the SAC and PTA in FSCP; reflect on progress of efforts, including how and where community partnerships and fundraising needs to expand	Principal & FSCP	4/19/27	4/30/27
Grade level, FSCP and Admin teams, plus SAC completes the FSCP Self- Assessment Rubric to assess progress in building out FSCP plan, determine Year 2 priorities	Principal kicks off	7/26/27	8/27/27
Create an Attendance Action Team that will solicit input from Student Supports, Culture & FSCP teams, set norms	Principal	6/1/27	6/18/27
Expand on Tier 1, 2, and 3 attendance interventions after Year 1, create communication plan for staff, students, and families; cover basic student needs & more; update tracking tools & resources	Attendance Team	8/1/27	9/15/27
Deepen family and community partnerships based on priorities setting, covering community events, fundraising efforts, and community-wide communications, supported by PTA	Culture & FSCP	8/1/27	10/15/27

Implementation Progress Monitoring Plan

Implementation Milestone	By what date?
80% of proactive attendance incentives will be implemented as evidenced by Student Supports Team meeting notes & attendance tracker	10/1/26
60% of parents attend fall parent-teacher conferences, reducing gap in participation from non-English speaking households	10/16/26
95% of proactive attendance incentives will be implemented as evidenced by Student Supports Team meeting notes & attendance tracker	1/29/27
80% of parents attend spring parent-teacher conferences, with proportionate participation from non-English speaking households	3/19/27