

UIP Online User Guide

2020: Lightning Upgrade



This user guide applies to both schools and districts. In instances where functionality and/or features differ, the 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>

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:

The screenshot shows the School Dashboard interface. At the top left is the Colorado Department of Education logo. The main header displays "Demo School UIP 2018-19" (highlighted with a yellow box), "District: Demo District | Org ID: 0000 | Framework: Turnaround", and a "Mandatory FORM # OFP-135 EDAC APPROVED" stamp. A "Log Out" link is in the top right. A callout box says "Click here to log out" with an arrow pointing to the link. Below the header is a navigation bar with tabs: "My School", "Section I: Summary of School", "Section II: UIP Info", "Section III: Data Narrative", and "Section IV: Action Plans". A dropdown menu is open, showing "TEST SCHOOL UIP 2017-18", "TEST SCHOOL UIP 2016-17", and "TEST SCHOOL UIP 2015-16". A callout box says "New! Select and view prior year plans here!" with an arrow pointing to the dropdown. Below the navigation bar is the "UIP Timeline" section, showing a progress bar from 09/15/18 to 04/15/19 with various milestones. A callout box says "Click here to copy in previous year's plan" with an arrow pointing to the timeline. Below the timeline is a red alert: "Alert: Image upload currently unavailable. To upload images, contact uiphelp@cde.state.co.us with image and intended section". At the bottom is the "Relationship of UIP Elements" section, which includes a "UIP Progress" table and a flow diagram. The "UIP Progress" table has columns for "UIP Component" and "Status". A callout box says "Click here to jump into sections" with an arrow pointing to the "Section II" row. The flow diagram shows "Priority Performance Challenges", "Root Cause", and "Major Improvement Strategies" connected by arrows. A callout box says "Click here to copy from last year" with an arrow pointing to a button in the "Major Improvement Strategies" column.

UIP Component	Status
Section II	In Progress
Section III	In Progress
Section IV	In Progress
Turnaround	In Progress

Ready for Review



The District Dashboard view:

The screenshot shows the District Dashboard interface. At the top left is the Colorado Department of Education logo. A callout box points to a link: [Click here to return to Administrative Pages](#). Below the header, a navigation bar contains tabs: My District, Section I: Summary of District, Section II: UIP Info, Section III: Data Narrative, Section IV: Action Plans, and Collaboration. A yellow box highlights the link [Test District UIP 2020-21](#). The main content area features a 'UIP Timeline' with a progress bar and milestones: UIP Available, Sec I Populated, Optional Review, Sec I Update, AEC SPF Updated, Due for Review, Due for Re-Review, and SchoolView Submit. A callout box points to a 'Copy from last year' button in the 'Relationship of UIP Elements' section. Another callout box points to a 'Ready for Review' button in the 'UIP Progress' section. A third callout box points to a 'Click here to jump into sections' button in the 'Relationship of UIP Elements' section. A fourth callout box points to a 'Click here to copy in previous year's plan' button in the 'UIP Timeline' section.



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.

Click here to download the Pre-populated report into Excel.

My School	Section I: Summary of School	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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Section I: Summary Information about the School



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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
Plan Type for State Accreditation	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.	Performance	
	Achievement Performance Indicator on School Performance Framework	-----	
	Academic Growth Indicator on School Performance Framework	-----	
	Postsecondary and Workforce Readiness Indicator on School Performance Framework	-----	
Biennial UIP Submission Flexibility	Schools that received Performance plan type on the School Performance Framework.		



The district UIP template was been updated in 2018-19to 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.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Student Graduation and Completion Plan (Designated Graduation District)
- Gifted Education: Convergent
- Gifted Education: Divergent
- Biennial Plan
- Combined Plan
- Other



School Contact Information



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.

[Demo District UIP 2018-19](#) District: **Demo District** | Org ID: **0000** | Framework:

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes
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Section III: Narrative on Data Analysis and Root Cause Identification Complete & Ready to submit

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](#)

Next >



Section III: Step One – Brief Description

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

My District
Section I: Summary of District
Section II: UIP Info
Section III: Data Narrative
Section IV: Action Plans
Collaboration

UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step One - Brief Description Complete & Ready to submit

Directions: Provide a brief description of the district to set the context for readers. Include the general process for developing the UIP and participants (e.g., DAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

[Clear formatting](#)

← Previous
↓ Save
Next →

Enrollment and Demographics

Select a District	Select a School	Select a Grade	Select a Student Group
Mapleton 1 (0010)	District	Total Enrollment	All Students

Mapleton 1 (0010)

All Students | Total Enrollment

Year	Total Enrollment
2015-16	8,290
2016-17	8,365
2017-18	8,473
2018-19	8,449
2019-20	8,595

[Attendance and Mobility Rates](#)
 The rates displayed here reflect information collected by CDE's Data Services Unit, which is published on the CDE Education Statistics page. The orange lines on the Attendance Rate graph represent the overall state rates for each year. Note that the mobility calculation timeframe was modified in the 2017-2018 school year so that only entries and exits that occur from the October Count date to the end of the school year are

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Section III: Step Two – Prior Year Targets

In this step, schools and districts will view their prior year targets and major improvement strategies (if the plan was Copied from Last Year) and reflect on what was successful and what may need to be updated or adjusted for the current year. There are two response areas. The first is on progress on implementing the strategies and if they had the intended effect on systems, adult actions and student outcomes (e.g. targets). The second box should include a summary of the adjustments that will be made for the current plan based on the reflection. Both responses become a part of the overall narrative.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Collaboration	
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

Section III:- Reflection on the Prior Plan Complete & Ready to submit

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect?

 **Prior Year Student Targets**
Section will populate if user copies over prior year plan

 **Prior Year Major Improvement Strategies**
Section will populate if user copies over prior year plan

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Based on the reflection and evaluation, provide a summary of the adjustments that will be made for this year's plan.



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.

My District
Section I:
Summary of District
Section II:
UIP Info
Section III:
Data Narrative
Section IV:
Action Plans
Addenda
Collaboration

UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step Three - Current Performance
 Complete & Ready to submit

Directions: Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations. At a minimum:

- Address areas where expectations were not met or areas where you would like to improve
- Provide a discription of the magnitude of challenges

Some additional resures that may be helpful include: the pre-populated report (Section I), the [Performance Frameworks](#), the [DISH](#) and the [School Dashboard](#). Consulting local data is also very important to this section.

[Clear formatting](#)

Save

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Next →

State Accountability School Dashboard

School Info	Enrollment & Demographics	Achievement	Growth	Postsecondary	Accountability	Accountability Detail
Performance Framework Ratings						
A district or school's official accreditation rating or plan type is based on either the single-year or multi-year framework as indicated in the table that appears below. Ratings and plan types are assinged based on the overall percentage of points earned on the official framework. Failing to meet the accountability requirement for 95% participation on two or more assessments will reduce the overall rating by one level.						
Select a School				Report Type		
Charter School Institute (8001): Academy of Charter Schools (0015)				1-Year		
Official Accreditation Rating		Official Report Type		Official Years on Clock		Official Participation
2016	Performance Plan: Low Participation: (70.1%)	2016	1-Year	-	Meets 95% Participation	
2017	Performance Plan: Low Participation: (64.7%)	2017	1-Year	-	Meets 95% Participation	
2018	Performance Plan: Low Participation: (70.0%)	2018	1-Year	-	Meets 95% Participation	
2019	Performance Plan: Low Participation: (74.2%)	2019	1-Year	-	Meets 95% Participation	
Overall Performance Ratings						
CDE calculates overall performance ratings for both the single-year and multi-year versions of the Performance Framework. For multi-level schools and districts, CDE also calculates overall performance ratings for elementary, middle, and high school grade ranges. These ratings do not correspond to the official ratings and plan types and are provided for informational purposes only.						
2016	Performance Plan: Low Participation: (70.1%)					
2017	Performance Plan: Low Participation: (64.7%)					
All Grades	Performance Plan: Low Participation: (70.0%)					



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.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
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UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes
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Section III: Step Four - Trend Analysis Complete & Ready to submit

Directions: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend, the measure/metric, specific data (e.g., percentages), content area, student population and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. Only those trend statements that are marked as “notable trend” will populate in the data narrative. It is wise to keep track of the data source for future updates. Trend analysis resources are available at the [UIP Target Setting Tools page](#) and through the [DISH](#) and the [School Dashboard](#).

Per Indicator:

- Trend Statement(s), which include:
 - Measure/metric, content area, magnitude, student population, specific data, data source
 - Trend direction
 - Whether it is a notable trend - Y/N

For Example:

“Middle school students are on a slight decline in reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)”

Performance Indicator: Academic Achievement (Status)

Middle school students are on a slight decline in reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)

Trend Direction: *Decreasing* - Notable Trend: **Yes** ←

✎ Edit
✖ Delete

[Add Additional Trend Statement to Academic Achievement (Status)]

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



Additional trend information:

Rich text editor toolbar with icons for undo, redo, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, bulleted list, numbered list, decrease indent, increase indent, link, unlink, insert table, insert link, unlink, and insert image. A 'Format' dropdown menu is also present.

Save

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Achievement and Growth

Achievement Growth

Academic Achievement Results

The graphs below display the results for the annual CMAS and Colorado PSAT/SAT assessments from the 2015 through the 2019 test administration. The results are displayed as mean scale scores. Filters allow users to select which assessment results and grade spans to display. All of the calculations reported conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. Participation rates are included in the pop-up bubbles that appear when you hover over different areas of the graph. It is important to consider these rates when interpreting achievement results. Lower participation rates, particularly rates below 85%, may indicate that the achievement results are not representative of the entire student population.



Section III: Step Five – Priority Performance Challenges

Any trends marked “notable” in step four appear at the top of this page and in the published UIP. 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.

My District	Section I: Summary of District	Section II: UIP Info	Section III: Data Narrative	Section IV: Action Plans	Addenda	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

Section III: Step Five - Priority Performance Challenges
 Complete & Ready to submit

Directions: Based upon your analysis of notable trends, select a limited number (no more than three or four) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.

Notable Trends: Any notable trend marked “Yes” in the previous section
(from previous section)

Academic Achievement (Status): Middle school students are on a slight decline in reading on CSAP/TCAP between 2012 and 2014 (2012 = 50.4% P+A; 2013 = 49.8%; 2014 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: SPF/DPF)

Performance Challenge(s)

Reading Achievement and Growth
 Reading performance, including growth (MGP 25) and achievement, (%P/A =20) has been stable and substantially below minimum state expectations for over five years across all grade levels (4-6).

✎ Edit ✖ Delete

[\[Add Performance Challenge\]](#)

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

[Clear formatting](#)



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.

My School
Section I: Summary of School
Section II: UIP Info
Section III: Data Narrative
Section IV: Action Plans
Addenda
Collaboration

UIP Narrative
Brief Description
Prior Year Targets
Current Performance
Trend Analysis
Priority Performance Challenges
Root Causes

Section III: Step Six - Root Causes

 Complete & Ready to submit

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](#)]

Curriculum - Current curriculum and scope/sequence are tied to textbooks and other resources as opposed to state standards has caused gaps in student performance. There is a need to use best practices and research-based progress monitoring to help students achieve grade-level expectations.

Edit
 Unassociate
 Delete

← 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:

[Clear formatting](#)

Root Cause Identification and Verification The root causes were identified by the staff members after many discussions on Data Analysis and Trends. D4AC did a "shoulder



As mentioned earlier, as a school or district completes each step of Section III: Data Narrative, the summary page populates with 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.



My School Section I: Summary of School Section II: UIP Info Section III: Data Narrative **Section IV: Action Plans** Addenda Collaboration

Major Improvement Strategies Planning Form Full Plan Target Setting

Section IV: Action Plans - Major Improvement Strategies

Complete & Ready to submit [Download](#)

Directions: Identify the major improvement strategy(s) for 2018-2019 and 2019-2020 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Root Cause(s):

- Curriculum
- Consistent instructional strategies
- Best Practice

Major Improvement Strategy: Implement Instructional Strategies [Edit Improvement Strategy](#) [Delete Improvement Strategy](#)

Describe what success will look like: All educators will understand and implement designated 8 instructional strategies and develop classroom cultures of learning and respect.

Root Cause [Add Root Cause](#)

Consistent instructional strategies: Instructional strategies are not aligned with the Colorado Academic Standards, and are not consistent across all grades and classrooms. [Edit](#) [Delete](#)

Accountability Provisions - State Accreditation - Title I Focus School - Tiered Intervention Grant (TIG)

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.

Major Improvement Strategies | **Planning Form** | Full Plan | Target Setting

Section IV: Action Plans - Planning Form Complete & Ready to submit

Directions: For each identified Major Improvement Strategy, develop a plan for how the team will implement and how they will gauge progress. First, develop a progress monitoring plan by identifying practical, measurable benchmarks that will allow staff to monitor the implementation of the strategy. For each benchmark, determine the system and/or adult measures, type of data (perception, survey, evaluation), when it will be measured, by whom, and frequency. Second, detail attainable action steps that demonstrate how the team will implement the strategy. For each action, identify the appropriate personnel, resources needed, and achievable timeframe (within two academic years). The status of each Implementation Benchmark and Action Step can be monitored on the Full Plan tab.

Major Improvement Strategy Name:

Describe what success will look like:

Users can edit all benchmarks and action steps at once

Use the search function to find and modify multiple rows

Implementation Benchmarks

Search:

Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
No matching records found						

Show entries

Implementation Benchmarks

Search:

Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7/17/2020"/>	<input type="text" value="7/17/2020"/>	<input type="text" value="--None--"/>	<input type="text"/>

Show entries

Search:

Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7/17/2020"/>	<input type="text" value="7/17/2020"/>	<input type="text" value="--None--"/>	<input type="text"/>

Show entries



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.

Improvement Action Steps Reset ↻

Record Saved Successfully Cancel Search:

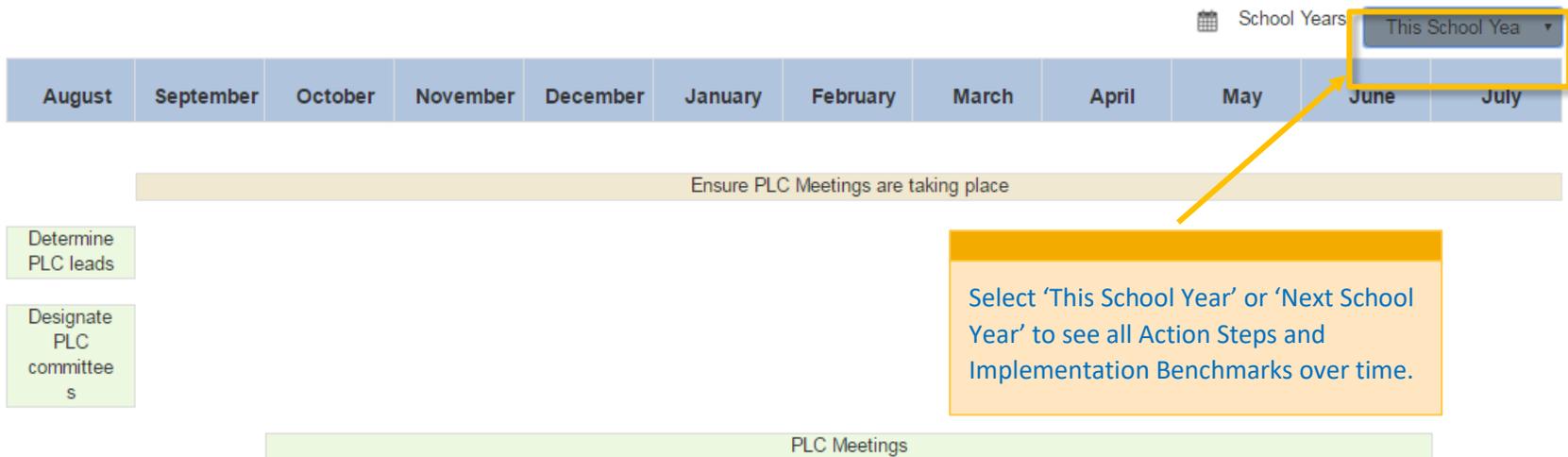
Action	Action Step Name	Description of Action Step	Start Date	End Date	Resources	Key Personnel
<input type="checkbox"/>			[7/17/2020]	[7/17/2020]		
<input type="checkbox"/>	Test 1					
<input type="checkbox"/>	Test 2					

First Previous **1** Next Last

Show entries

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.

Major Improvement Strategies Planning Form **Full Plan** Target Setting

Download

Show 10 entries Search all columns:

MIS Title	AS/IB	AS/IB Name	AS/IB Description	Start	End	Key Personnel	Resource	Status	AS/IB Association
Develop Prof...	Action Step	Determine PL...	Discuss with ...	8/1/2015	8/31/2015	Principal and...		Complete	
Develop Prof...	Action Step	Designate PL...	Decide which...	8/12/2015	8/31/2015	Principal and...		Complete	
Develop Prof...	Action Step	Schedule PL...	Find location...	9/1/2015	9/15/2016	Asst. Principal	building space	Complete	
Develop Prof...	Action Step	PLC Meetings	4			All Educators	building spac...	In Progress	Ensure PLC ...
Develop Prof...	IB	Ensure PLC ...	90%			Asst. Principal	N/A	Partially Met	PLC Meetings,

Showing 1 to 5 of 5 entries Previous 1 Next

Previous

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.

My School
Section I:
Summary of School
Section II:
UIP Info
Section III:
Data Narrative
Section IV:
Action Plans
Addenda
Collaboration

Major Improvement Strategies
Planning Form
Full Plan
Target Setting

Section IV: Action Plans - Target Setting
 Complete & Ready to submit

Download

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

Performance Indicator:		Academic Achievement (Status)	
Measures / Metrics:		R	
Annual Performance Targets	2018-2019:	test	
	2019-2020:		
Interim Measures for 2018-2019:			

Edit
Delete



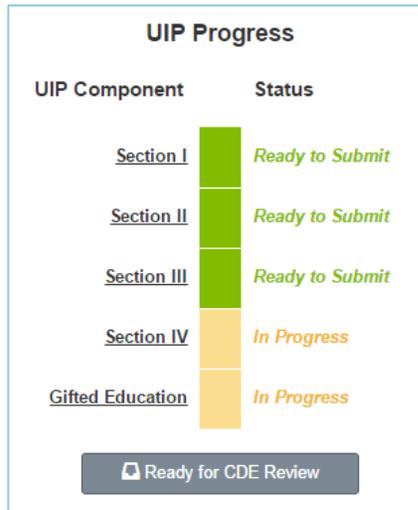
Last Tab: Collaboration

Collaboration has two sub tabs- Chatter and UIP Feedback.

Chatter is a way for district and school level users 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

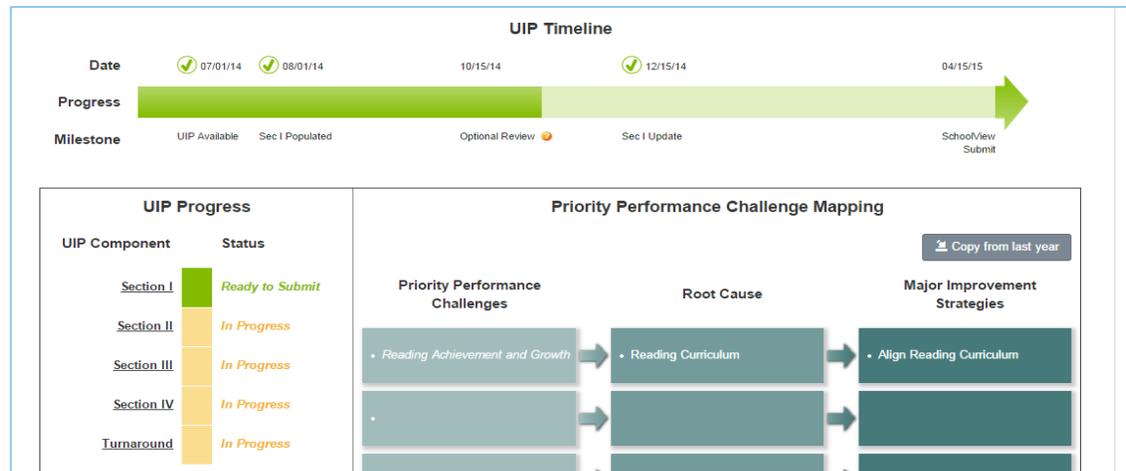
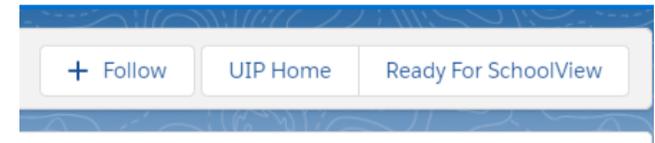


As schools and districts complete each section, mark the “Complete & Ready to Submit” check box in the top bar. These check boxes correspond to the UIP Progress Bar on the first page of the Online System. As schools and districts complete each section, the UIP Progress Bar shows each section as “Ready 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 Priority Performance Challenges, Root Causes and Major Improvement Strategies.

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: once the UIP is complete and ready for CDE review, hit the “Ready for CDE Review” button. When the district is ready to submit for public posting, navigate to the UIP online system administrative pages and hit the “Ready for SchoolView” button.





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

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