



# UIP Online System User Guide

This user guide provides a walkthrough of completing the new Unified Improvement Plan (UIP) template via the [UIP Online System](#). This guide applies to both the school and district UIP templates, and any differences in functionality and/or features between the templates are highlighted. Reference this guide in conjunction with additional [UIP resources and training](#) to develop and submit a UIP.

As of the 2025-2026 UIP cycle, starting April 2025, the state has moved to one template after a number of years of piloting and maintaining two templates. With this change, please note the following updates:

- All school-level users will be assigned to UIP2~School Admin on Identity Management. District LAMs and users do not need to take any action for this change. School-level users should continue to sign into the UIP Online System as normal.
- “Continue Previous Plan” will be replacing the “Copy From Last Year” functionality that was previously available on the traditional UIP template. More details about the new functionality can be found in the guide.

Additional details with change to one template can be found on the [2025 Changes Document](#).

## Table of Contents:

UIP Online System User Guide .....	1
Getting Started.....	2
Gaining Access to the UIP Online System.....	2
Logging in to the UIP Online System .....	2
Troubleshooting Login Issues .....	2
Homepage: Schools and District UIP Records .....	3
Homepage: Resource – Continue Previous Plan.....	4
Assurances Tab.....	5
Priorities & Targets Tab .....	6
Root Causes & Strategies Tab.....	8
Implementation & Actions.....	10
Visualize Tab .....	12
Feedback Tab .....	12
Submitting a Completed Plan.....	13

# Getting Started

## Gaining Access to the UIP Online System

Users must be assigned to a UIP role in CDE's [Identity Management \(IDM\)](#) system to access the UIP Online System. Every district should have a Local Access Manager (LAM) who is responsible for assigning UIP roles within IDM. To gain access to the system:

1. Contact your district's LAM to request that you be assigned to the UIP2 School Admin role in IDM. If you do not know your district's LAM, use CDE's [Request Assistance form](#) to contact them.
2. Following the instructions in the [UIP Online System Set Up & Management Guide](#), the LAM will assign you to the UIP2 School Admin role. District Admin and District User roles do not need to change their role to access the Streamlined UIP template.
  - a. Users can only be assigned to one UIP role in IDM at a time and cannot be assigned to more than one school at a time. If school level users need access to more than one school, they should be assigned to the District User role and will gain access to all schools in the district.
  - b. If users are assigned to more than one UIP role, they will receive an error when attempting to log into the system.

### *Quick Overview of UIP Roles within Identity Management*

- Users with the UIP2 School Admin role can view, edit, and submit UIPs for district review for a single school to which they are assigned. This role is typically assigned to school-level leaders and UIP team members.
- Users with the District User role can view and edit UIPs for all schools and the district. If a school staff member requires access to more than one school's UIP, they can be assigned to a district-level role.
- Users with the District Admin role can view, edit, and submit UIPs for public posting for all schools and the district.
- Users with an Accountability Contact role have the same access to UIPs as District Admins, but they can also view and submit the district's Accreditation and Request to Reconsider form on additional pages of the UIP Online System.

## Logging in to the UIP Online System

Once assigned to a UIP role in IDM, users can log into the system via the [UIP Online System webpage](#). Depending on their UIP role, users must select either the District or School log in button. Users must enter their CDE username and password, which are the same credentials used to access other systems managed through IDM (e.g., PIPELINE, RANDA). **BROWSER NOTE: CDE recommends using Chrome or Firefox to access the UIP Online System.**

Upon logging in, users with the **school-level role** will enter directly into the school's current UIP template and can follow the rest of this guide to complete the UIP. **District Admins, District Users, and Accountability Contacts** will need to navigate through the administrative pages of the UIP Online System to access the UIP templates and should reference the [District Admin Guide](#) for additional information.

## Troubleshooting Login Issues

- If you forgot your CDE password, reset it using the Identity Management [password reset form](#).
- Confirm that you are signing in using the correct button. School users cannot access the system through the District login, and vice versa.

- If you still cannot log in, confirm with your district’s LAM that you are only assigned to one UIP role and one building in IDM.
- If needed, reach out to [uiphelp@cde.state.co.us](mailto:uiphelp@cde.state.co.us) for additional troubleshooting support.

## Homepage: Schools and District UIP Records

Upon accessing the streamlined UIP through the Online System, the Homepage will open (refer to snapshot on page 5). On the Homepage, a series of tabs positioned at the top may be accessed for user navigation. These tabs serve as the guide throughout the new streamlined UIP template. They encompass all necessary elements, with no additional sub-tabs present within the entirety of the Streamlined UIP template. Each tab will have a page related to UIP elements using text boxes, dropdowns, checkboxes, and calendars.

- The Homepage provides an overview of pre-populated information customized to each school, outlining elements to be addressed in the plan. Additionally, various types of rollovers and buttons are strategically placed to support improvement planning. For instance, an information icon offers detailed insights upon hovering, while another button may offer additional resources (e.g., Print UIP, Generate Summary Report) or edit options. For example, in the system (school/district) contact field, click the “Add Additional UIP Contact” to add extra contacts. The “Edit” or “Delete” buttons let you change specific contacts as well. Adjacent to the system (school/district) contact information box, a progress monitor tool is visible. Adding or updating contact information on the UIP template will not make changes or additions to the Directory from Pipeline.
- Starting on the left side of the page, a text field is designated for a system (school/district) description. While some fields of this tab are pre-populated, the system (school/district) description is an optional manual input. Here, a short narrative can highlight important and unique information about the system covering aspects such as programming, grade levels served, and special offerings. Upon completion, click the ‘Save’ button to preserve recent inputs. This School/District Description will also be used for other reporting, including the School/District Profile in SchoolView.
- Located towards the lower right of the page, a series of resource buttons allows access to pertinent information and resources specific to each tab. These are found throughout the template on each tab.
- An “Upload Files” button allows for the submission of supporting plan files, for example, short cycle plans.
- At the bottom, “Plan Details” list state and federal identifications and submission deadlines.

A comprehensive overview of the homepage tab is detailed in the table and screenshots below.

Section	Section Location	Description	Important Notes
School or District Information	Left, top of page	Displays information for the school/district from CDE’s Directory / Data Warehouse	School or District information can be updated in the Directory collection in <a href="#">Pipeline</a> .
School or District Contact Information	Center, top of page	Identifies UIP contact person(s) and related information	UIP contacts may be by adding, editing, or deleting contacts. Adding or updating contact information on the UIP template will not make changes or

Section	Section Location	Description	Important Notes
			additions to the Directory from Pipeline.
Progress	Right, top of page	Progress check marks show the completion status of the three major tabs of the UIP including priorities and targets, root causes and strategies, and implementation and actions.	Progress status will change from a grey check mark to a green checkmark when changes have been made to the associated tabs.
Optional: School/District Description	Middle of Page	Optional text box for users to write a short description (3-5 sentences) of their school/district including the school's focus, offerings, and any special programs.	This description may be used to introduce and provide additional context about the school/district in CDE public reports (e.g., School/District Profile on SchoolView).
Plan Details	Left, bottom of page	Serves as a reference for schools/districts and provides site-specific information to support the annual improvement planning process. This includes state and federal identification along with related requirements.	Users are not required to enter information in this section, as CDE pre-populates the identifications and plan requirements displayed in this box.
Resources	Right, bottom of page	Provides several related resources to support plan development, address questions, and allow for public plan posting.	Users are not required to enter any information in this section but will submit the school level UIP to district staff to review before publicly posting. Users can also upload or drop files to be included in the submission of a plan and provide feedback about the Streamlined UIP template to CDE staff.

## Homepage: Resource – Continue Previous Plan

Previous versions of the template included a “Copy from Last Year.”. This function is being returned to the template and retitled “Continue Previous Plan” to better align with continuous improvement and for those users submitting every other year.

When the “Continue Previous Plan” feature is utilized, note that the majority of the previous UIP will be added to the current UIP record, but not all information will be added to the current UIP record. The following elements will be added to the current UIP record:

- Homepage: School/District Description
- Priorities & Targets:

- COLORADO  
Department of Education

HomepageAssurances & RequirementsPriorities & TargetsRoot Causes & StrategiesImplementation & ActionsVisualizeFeedbackExit UIP

School Information

Prepopulated information from Data Pipeline

1

School Name

CDE Lark Bunting Middle School

District Name

CDE Test District

Grades Served

Phone

Website

School Contact Information

Add Additional UIP

Contact

Adding additional UIP contact(s) here will not automatically update Data Pipeline.

District Users will have a green button stating "Submit for Public Posting".  
School-level Users will have a green button stating "Submit for District Review".

Progress

In Progress

Priorities & Targets

✓

Root Causes & Strategies

✓

Implementation & Actions

✓

Submit for Public Posting

Optional: School Description

Use this space to share a description of the school, including the school's focus, offerings, and any special programs, if desired. This overview may be used to introduce the district in CDE public reports.

Salesforce Sans12BBIU[Icons]

CDE Lark Bunting Middle School is a 6-8 somewhat diverse and traditional middle school. CDE Lark Bunting is also a program school with highly gifted students (across multiple domains) from across the valley. Our focus is a targeted approach using Professional Learning communities as a driver for academic growth by looking at standards-based student work. Additionally, CDE Lark Bunting is using more of a community-based approach to support school belonging, service learning, engagement, and fieldwork opportunities.

32249Save

Plan Details

State Identification

Pending

Federal Identification

Pending

UIP Submission Deadline

CDE recommends that the school prepare to submit a plan for public posting on or before October 15, 2025. In the case that the school earns a performance rating on the 2025 frameworks, the school will be eligible for biennial flexibility.

Resources

Continue Previous Plan

Print UIP

Visit CDE UIP Website

Email UIP Help

View Publicly Posted Plan


Streamlined UIP Feedback

SIP Team Office Hours registration

Upload Files

Or drop files

Transitioning to our Assurances tab, we introduce several planning elements that are required by the Colorado Department of Education. These elements serve to streamline the UIP process. Assurances are tailored to each school/district based on their specific context. Schools and districts are accountable for fulfilling these requirements. Though not mandatory for inclusion in the UIP, schools/districts may be required to provide related artifacts in support of monitoring. Districts/Institutes are responsible for ensuring compliance with all presented expectations for its UIP as well as each of its schools' UIP. If a system cannot



**COLORADO**  
 Department of Education

[Homepage](#)
[Assurances](#)
[Priorities & Targets](#)
[Root Causes & Strategies](#)
[Implementation & Actions](#)
[Visualize](#)
[Exit UIP](#)

## Assurances


### Assurances

The department has identified several planning elements that can be addressed as assurances to reduce narrative. The school has the responsibility for ensuring the completion of activities associated with these expectations and may be asked to share artifacts as a part of a monitoring process. If the school cannot agree to the assurances, an explanation may be added in the text field below the assurances. NOTE: Assurances related to State and Federal Identification will not appear until Preliminary identifications are released in August/September. Return to these assurances for review before final plan submission.

Requirement	Pre-populated information	Meets expectations for	Agreement
The 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, poverty, English Learners, minority), as applicable.		ALL	<input checked="" type="checkbox"/> I agree
The plan was developed in partnership with stakeholders, including principals and other school leaders, teachers, parents and the school accountability committee. If all stakeholders have not been included, provide a plan in the data narrative for engagement with each group.		Federal Identification	<input type="checkbox"/> I agree
Stakeholders were made aware of reasons for ESSA identification to include opportunities to review performance of related indicators and provide input on strategies or interventions related to identification.		Federal Identification	<input type="checkbox"/> I agree
The school will involve stakeholders -- at a minimum the SAC -- in progress monitoring the implementation of the plan throughout the school year.		ALL	<input checked="" type="checkbox"/> I agree

Assurances Explanation if not selected (Optional)

Salesforce Sans 12

B I U
 

na

71527

Save

### Resources

Email UIP Help

Unified Improvement Plan Quality Criteria Resources

Accountability Committees (SACs and DACs)

The third tab, named Priorities & Targets, is the plan location where Student Performance Priorities (SPP) for the school or district are identified. This includes the category, groups of students, and grades represented by the priority area. In addition, this tab allows for the inclusion of the related measures and targets for each priority area. Lastly, a text box is provided that allows the user to provide evidence and reasoning for the selection of the Student's Performance Priorities.

After having identified Student Performance Priorities through comprehensive data analysis efforts, complete the text boxes (see screenshot on the next page) to capture prioritized efforts to improve student outcomes. SPPs will need a title, category, and selection of focused disaggregated groups and grade levels. Following entry of new information be sure to click on the “Save” button at the very bottom of the tab.

6



CDE Lark Bunting Middle School UIP 2025-26 - Priorities & Targets

Relationship of UIP Elements

Student Performance Priorities

- 6th/7th Math Growth
- 6-8 ELA Growth
- 6-8 ELA Growth for IEP students

Root Cause

- Pedagogical practices  
Behavior Management
- "catch up" growth 6-8 ELA
- Master Schedule/staffing challenges with co-teaching

Major Improvement Strategies

- Professional Learning Communities- Coaching observation/feedback
- Professional Learning Communities- Coaching observation/feedback
- Co-teaching- Audit of Master Schedule

Resources

School/District Dashboard

Email UIP Help

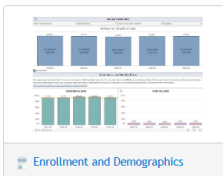
Visit CDE UIP Website

UIP Element Category Dropdowns

SPPs Evidence and Reasoning Examples

Data Dashboard(s)

The resources in this box are provided to support the data analysis and prioritization reflected in this UIP. Local data (e.g., Early Literacy, Course Completion data) may also be used to inform Student Performance Priorities.



Student Performance Priority # 1



Identify Student Performance Priority

Identify 1-3 Student Performance Priorities (SPPs) that this UIP will focus on addressing. Complete the sections below to identify each priority. If needed, select "Add Student Performance Priority" to include additional priorities.

Provide a short title for this Student Performance Priority. (This title will populate to represent this priority in other sections of the plan.)

6th/7th Math Growth

61

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> All Student Population        | <input type="checkbox"/> Asian                            | <input type="checkbox"/> Students with disabilities/IEPs            |
| <input type="checkbox"/> Free/Reduced Eligible Lunch              | <input type="checkbox"/> Hawaiian/Pacific Islander        | <input type="checkbox"/> Students with 504 plan                     |
| <input type="checkbox"/> English Learners/Multi-Language Learners | <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Students identified as Gifted and Talented |
| <input type="checkbox"/> Students of Color/Minority Students      | <input type="checkbox"/> White                            | <input type="checkbox"/> Male                                       |
| <input type="checkbox"/> Black/African-American                   | <input type="checkbox"/> Two or more races                | <input type="checkbox"/> Female                                     |
| <input type="checkbox"/> Hispanic/Latinx                          | <input type="checkbox"/> Other Racial/Ethnic Identity/ies | <input type="checkbox"/> Nonbinary                                  |
| <input checked="" type="checkbox"/> Other                         | Other Description   |   |

255

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> 4            | <input type="checkbox"/> 9                 |
| <input type="checkbox"/> Kindergarten     | <input type="checkbox"/> 5            | <input type="checkbox"/> 10                |
| <input type="checkbox"/> 1                | <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> 11                |
| <input type="checkbox"/> 2                | <input checked="" type="checkbox"/> 7 | <input type="checkbox"/> 12                |
| <input type="checkbox"/> 3                | <input type="checkbox"/> 8            | <input type="checkbox"/> All Grades Served |

## ▼ Identify Targets

In the section below, report the school's current performance for this Student Performance Priority and set annual targets for the next two school years. Additionally, identify interim measures (e.g., local interim assessments, leading indicators) and set interim targets that will be used to monitor progress toward the end of year target at least 2-3 times during the school year. Select "Add Improvement Targets" and "Add Additional Interim Target" as needed to capture the annual and interim targets that will help the school track progress on this priority.



What is the current performance of this Student Performance Priority?

Overall across grades 6 and 7, and subgroups, excluding the Challenge program, the mean of students are below expectations with

4802

What is the 2-year (end of 2026-27) measure and target?

Maintain growth at 60th-70th percentile as evidenced by NWEA and CMAS MGP

4927

What is the 1-year (end of 2025-26) measure and target?

Growth between 60th and 70th percentile to catch up from BOY NWEA and CMA

4926

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

Growth between 60th and 70th percentile to catch up from BOY NWEA

32703

On what date will the school measure this interim target?

Dec 17, 2025



+ Add Additional Interim Target

+ Add Improvement Targets

+ Add Student Performance Priority

### Student Performance Priority Evidence and Reasoning

Provide evidence and reasoning for the selection of the above Student Performance Priorities. This should include brief statements or illustrations of student performance over time, relative performance among content/levels, or other data that supports the selection of the Student Performance Priority (e.g. attendance). The reasoning may include data, ratings, identifications, or a reflection on prior year performance.

Salesforce Sans 12 B I U

The evidence or information that supports the selection for the Student Performance Priorities above...

131000

Save




## Root Causes & Strategies Tab

The fourth tab, called Root Causes & Strategies, reflects the next step in the planning process. For each Student Performance Priority (SPP) identified, systems will identify Root Causes that are driving priority areas. Root Causes require a title, description, category, and rationale. After Root Causes have been identified, the next step is to identify Major Improvement Strategies in the plan that will address those causes. Major Improvement Strategies will need a title, category, short description, associated Root Cause, evidence to support the detrimental impact of the Root Cause, as well as any financial resources used in support of the strategy. For each SPP, the plan requires the user to establish the relationship to the Root



Causes, followed by the corresponding Major Improvement Strategies. Following entry of new information, be sure to click on the “Save” button at the very bottom of the tab.

The screenshots below provide a snapshot of the Root Causes & Strategies tab.



COLORADO  
Department of Education

Homepage

Assurances & Requirements

Priorities & Targets


Root Causes & Strategies

Implementation & Actions

Visualize


Feedback

Exit UIP



CDE Lark Bunting Middle School UIP 2025-26 - Root Causes & Strategies

Relationship of UIP Elements



Student Performance Priorities

6th/7th Math Growth

6-8 ELA Growth

6-8 ELA Growth for IEP students

Root Cause icon" data-bbox="308 193 325 206"/>

Root Cause

Pedagogical practices  
Behavior Management

"catch up" growth 6-8 ELA

Master Schedule/staffing challenges with co-teaching

Major Improvement Strategies icon" data-bbox="528 193 545 206"/>

Major Improvement Strategies

Professional Learning Communities- Coaching observation/feedback

Professional Learning Communities- Coaching observation/feedback

Co-teaching- Audit of Master Schedule

Resources

School/District Dashboard

Email UIP Help

Visit CDE UIP Website

Four Domains for Rapid School Improvement

Root Cause Analysis

This section of the UIP identifies the underlying causes behind the Student Performance Priorities selected on the previous page. Root causes should (1) address adult actions or school systems, (2) be under the control of the school, and (3) relate to systems design and practices. The Root Causes identified here will be those addressed by the school's Major Improvement Strategies. For each Student Performance Priority listed below, identify 1-3 Root Causes. Note that each Root Cause must be addressed by at least one Major Improvement Strategy. To add, remove, or adjust Student Performance Priorities, edit these on the "Priorities & Targets" tab of this UIP.

Student Performance Priority: 6-8 ELA Growth

Identify the adult actions or school systems, structures, or routines that represent the deepest underlying Root Cause(s) of this Student Performance Priority.

Provide a short title for this Root Cause. (This title will populate to represent this cause in other sections of the plan.)

"catch up" growth 6-8 ELA

55

Provide a brief description of this Root Cause.

Although growth is strong at CDE Lark Bunting, we struggle to catch students up in time for high school. Performance data still yields 50% of students are below expectations.

32594

Root Cause Category

Mission and Vision

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

When students arrive at CDE Lark Bunting, they are typically sitting at 30% proficient after leaving 5th grade. Our growth must be maintained to catch kids up on at or shortly after 8th grade.

32576


+ Add Additional Root Cause

9



Plans and Action Steps are directly contributing to the success of Implementation Milestones leading to full implementation of the strategy thereby reducing Root Causes and ultimately improving student outcomes.

The screenshots below provide a snapshot of the Implementation & Actions tab.



HomepageAssurances & RequirementsPriorities & TargetsRoot Causes & StrategiesImplementation & ActionsVisualizeFeedbackExit UIP

CDE Lark Bunting Middle School UIP 2025-26 - Implementation & Actions

Instructions

For each Major Improvement Strategy Identified on the previous page, develop an Implementation and Action Plan for how the school will implement the Major Improvement Strategy and gauge progress. First, either choose to upload a plan or use the table below to create one. If using the table, identify one or more adult-focused Implementation Plans for the Major Improvement Strategy by identifying practical, measurable milestones that will allow staff to monitor the implementation of the Major Improvement Strategy. Next, Action Plans should detail attainable steps that demonstrate how the team will implement the Major Improvement Strategy.

Upload FilesOr drop files

Resources

School/District Dashboard

Email UIP Help

Visit CDE UIP Website

Setting Benchmarks Resource

Major Improvement Strategy: Professional Learning Communities- Coaching observation/feedback

Implementation

Create at least one Implementation Plan to measure Implementation success by completing each of the fields below.

Implementation Plan 1

What improvement do you expect to see?

A determination of a fault in Master Schedule

35

Implementation Milestone

Admin and if applicable, Begin redesign Master Schedule.

32701

Who will monitor this strategy?

Coaches, Admin, teachers of students with IEPs

209

By what date?

Nov 6, 2025

Major Improvement Strategy: Co-teaching- Audit of Master Schedule

Implementation

Create at least one Implementation Plan to measure Implementation success by completing each of the fields below.

Implementation Plan 1

What improvement do you expect to see?

PLC Engagement in at least one category on the PLC rubric.

22

Implementation Milestone

Improvement in at least one category

32732

Implementation Milestone

Improvement in at least two categories

32730

Implementation Milestone

Improvement in at least three categories

32728

+Add Implementation Milestone

+ Add Implementation Monitoring Plan

Who will monitor this strategy?

Teachers/ILT/Admin

237

By what date?

Oct 23, 2025

By what date?

Jan 15, 2026

By what date?

May 7, 2026

Action Plan

Create at least one Action Plan by completing the fields below.

Action Step

Identify Teachers for Coaching cycles

218

Responsible Party

Admin

32763

Start Date

Sep 1, 2025

End Date

Sep 30, 2025

+ Add Action Step

Save

11

## Visualize Tab

The Visualize tab provides an executive summary, offering a high-level overview of the UIP. It provides insights into Student Performance Priorities, Root Cause analysis, Major Improvement Strategies, and Assurances at the click of a mouse. Attachments can be viewed, and a PDF download option may be helpful for review by building leadership teams or accountability committees.

The screenshot shows the 'Visualize' tab selected in the navigation bar. The left sidebar contains a 'Contents' menu with options: Executive Summary, Student Performance Priority, Root Cause Analysis, Major Improvement Strategies, Assurances, and Attachments. A 'Download Improvement Plan PDF' button is at the bottom of the sidebar. The main content area is titled 'CDE Lark Bunting Middle School UIP 2025-26' and features a 'School Information' section with fields for School Name (CDE Lark Bunting Middle School), Grades Served, Phone, District Name (CDE Test District), Website, and a Description. Below this is a 'Relationship of UIP Elements' diagram showing the flow from Student Performance Priorities (6th/7th Math Growth, 6-8 ELA Growth) through Root Cause (Pedagogical practices, Behavior Management, 'catch up' growth 6-8 ELA) to Major Improvement Strategies (Professional Learning Communities- Coaching observation/feedback).

## Feedback Tab

All schools and districts are required to regularly submit Unified Improvement Plans (UIPs). CDE reviews and provides feedback on UIPs for schools and districts that are identified for improvement under the state (Priority Improvement and Turnaround) or federal (Comprehensive Support under ESSA) accountability systems.

The Feedback Tab will only be available to districts and schools that required a review of the plan by CDE. The previous school year's feedback will be available until July 2025. After July 2025, school-level users can work with district staff to access the previous year's feedback on the UIP Online System.

The screenshot shows the 'Feedback' tab selected in the navigation bar. The main content area is titled 'CDE Lark Bunting Middle School UIP 2025-26 - Feedback'. It includes a section for 'Identifications and Reason for Review' with fields for Plan Type and Pending. Below this is a 'Resources' section with links for General Resources and UIP Quality Criteria & Requirements. At the bottom, there is an 'About this Feedback' section explaining the feedback process and providing contact information for the School Improvement and Planning Team.

## Submitting a Completed Plan

As schools and districts complete work on each section, mark the “Save” button at the very bottom of each page. Each time a tab is updated, the corresponding check box on the Homepage tab will turn green. This indicates the corresponding section is in progress.

**For school UIPs:** Once the UIP is complete, if the school selects the “Submit for District Review” button, located in the Resources section on the Homepage, the district UIP contact(s) will be notified that the UIP is ready for review before submission to CDE. The UIP status will change to Ready for District Review. Once the district reviews/approves the school UIP for posting on the UIP Online System administrative page, the school’s UIP will be publicly posted to SchoolView and the UIP status will update to Submitted for Posting. Once the UIP has been publicly posted, if the school makes changes to the UIP, the UIP status will return to Ready for District Review and the district contact(s) will need to repost the UIP to SchoolView. SchoolView will show the last UIP version that was posted by district contact(s).

**For district UIPs:** Once the district UIP is complete and ready for CDE review, select the “Submit for Public Posting” button located in the Resources section on the Homepage. District UIPs are immediately available for public viewing on SchoolView. A plan may also be submitted for posting by navigating to the UIP Online System administrative pages and selecting the “Submit for Public Posting” button, refer to the District Admin User Guide for instructions.

**COLORADO**  
Department of Education

Homepage Assurances & Requirements Priorities & Targets Root Causes & Strategies Implementation & Actions Visualize Feedback Exit UIP

### CDE Lark Bunting Middle School UIP 2025-26 - Unified Improvement Plan

#### School Information

School Name  
CDE Lark Bunting Middle School

District Name  
CDE Test District

Grades Served

Phone

Website

#### School Contact Information

Add Additional UIP Contact

#### Progress

Priorities & Targets ✓

Root Causes & Strategies ✓

Implementation & Actions ✓

Submit for Public Posting