



**COLORADO**  
Department of Education

# UIP Online System User Guide – Traditional UIP Template

This user guide provides a walkthrough of completing the Unified Improvement Plan (UIP) template via the [UIP Online System](#). This guide applies to both the school and district 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.

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## 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 a UIP 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 either a school-level or district-level UIP role, depending on your needs. Users can only be assigned to one UIP role in IDM at a time and cannot have multiple roles for different schools. If users are assigned to more than one UIP role, they will receive an error when attempting to log into the system.
  - a. Users with a School Admin or School User role can view, edit, and submit UIPs for district review for a single school to which they are assigned.
  - b. Users with a District Admin or District User role can view, edit, and submit UIPs for public posting 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.
  - c. Users with an Accountability Contact role have the same access to UIPs as District Admins and District Users, 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](#) (bookmark this page!). 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., CEDAR, RANDA). **BROWSER NOTE: CDE recommends using Chrome or Firefox to access the UIP Online System.**

Upon logging in, users with a 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 role in IDM.
- If needed, reach out to [uiphelp@cde.state.co.us](mailto:uiphelp@cde.state.co.us) for additional troubleshooting support.



## Homepages: My School or My District Tab

The UIP template opens on the My District tab (for district templates) or the My School tab (for school templates). This tab contains several components and provides important information designed to assist with developing the UIP, as detailed in the table and screenshots below.

Section	Description	Important Notes
UIP Progress	Progress bar that shows the completion status of the two major tabs of the UIP	Progress status will change from “In Progress” to “Ready to Submit” when all of the “Complete & Ready to Submit” checkboxes have been checked on each subtab of the Data Narrative or Action Plan tabs.
Relationship of UIP Elements	Visual displaying the associations between Priority Performance Challenges, Root Causes, and Major Improvement Strategies	This visual will remain blank until Priority Performance Challenges have been saved. Root Causes will display when properly associated to one or more Priority Performance Challenge, and Major Improvement Strategies will display when associated with one or more Root Causes.
School or District Information	Displays information for the school/district from CDE’s Data Warehouse	Contact information can be updated in the Directory collection in <a href="#">Pipeline</a> .
Plan Details	Serves as a reference for schools/districts and provides site-specific information to support the annual improvement planning process	Users are not required to enter information in this section, as CDE pre-populates the identifications and plan information displayed in this box.
Context	Optional text box for users to write a short description (3-5 sentences) of their school/district	This description may be used to introduce and provide additional context about the school in CDE public reports.
Assurances	Statements that reflect planning expectations that schools/districts must complete to meet state and federal requirements	While some assurances apply to all schools, others will be added based on state and federal identifications. All assurances can be reviewed in the <a href="#">the School or District Quality Criteria</a> .

Additionally, this tab offers school-level users the ability to view past plans via the dropdown in the righthand corner (this feature does not work for district-level users, as they can access previous years’ plans via the administrative pages of the UIP Online System). Users can also use the buttons on this tab for the following functions:

- Copy from Last Year:** Use this button to copy content from a previous UIP into the current template. Typically, users will copy from last year’s plan, but if biennial flexibility was exercised and a plan was not created, the plan from two years ago should be selected. Copying from a previous plan can only be done once. School users should contact their district to reset this functionality if the wrong plan was copied over.



- **Performance Snapshot:** This button opens a new webpage that contains a dashboard where users can quickly and easily view key elements of the most recently reported District or School Performance Framework and UIP.
- **Visit UIP Webpage:** This button opens a new webpage and takes users directly to CDE’s UIP website, where resources and additional information about the planning process can be found.
- **Email UIP Help:** This button opens an email window for users to contact CDE’s School Improvement and Planning team to ask questions or request help with the UIP.
- **Produce Draft UIP:** Use this button to open a new screen where the entire UIP can be downloaded as a PDF and printed.
- **Executive Summary:** Use this button to open a new screen where a shortened version of the UIP can be downloaded as a PDF and printed. This summary is often used to provide an overview of the UIP with relevant stakeholders that may not need the entire plan.

### My District Tab

**District-level users only:** Click on the title of the UIP to return to the administrative pages of the UIP Online System.

**Mandatory FORM # SPS-135 EDAC APPROVED Approved 03/18/2022 for 2022-2023**

**COLORADO Department of Education**

[Test District UIP 2023-24](#) District: CDE Test District | Org ID: 8888 | Framework: Pending Open

**Use these tabs to navigate to the different sections of the UIP template.**

My District | Data Narrative | Action Plans | Collaboration

Copy from Last Year | Performance Snapshot | Visit UIP Webpage | Email UIP Help | Produce Draft UIP | Executive Summary

UIP Component	UIP Progress Status	Relationship of UIP Elements
<ul style="list-style-type: none"> <li>Data Narrative</li> <li>Action Plans</li> </ul>	<ul style="list-style-type: none"> <li>Ready to Submit</li> <li>In Progress</li> </ul>	<p>Priority Performance Challenges</p> <ul style="list-style-type: none"> <li>Example PPC</li> </ul> <p>Root Cause</p> <ul style="list-style-type: none"> <li>Example Root Cause</li> </ul> <p>Major Improvement Strategies</p> <ul style="list-style-type: none"> <li>Example Strategy</li> </ul>

Submit for Public Posting

Click these section names to navigate to those pages of the UIP template.

Click here to post the UIP to SchoolView.



## My School Tab

**Mandatory FORM # SPS-135 EDAC APPROVED**  
Approved 03/19/2023 for 2022-2023

**COLORADO**  
*Let's Get Out There!*  
Department of Education

**School-level users only:** Click the dropdown to view prior years' plans.

Test School UIP 2023-24 | District: CDE Test District | Org ID: 8888 | School ID: 1234 | Framework: Pending

Open

**Use these tabs to navigate to the different sections of the UIP template.**

My School | Data Narrative | Action Plans | Collaboration

Copy from Last Year | Performance Snapshot | Visit UIP Webpage | Email UIP Help | Produce Draft UIP | Executive Summary

UIP Component	UIP Progress Status	Relationship of UIP Elements
<b>Data Narrative</b>	In Progress	Priority Performance Challenges
<b>Action Plans</b>	In Progress	Root Cause
		Major Improvement Strategies

Submit for Review

Click these section names to navigate to those pages of the UIP template.

Click here to submit the plan to the district.



## Data Narrative

This section 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.

### UIP Narrative

The first tab in this section 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 can utilize this page as a launch pad for each step of the Data Narrative. It is important to complete the Data Narrative in order, as each step builds on the previous step. For example, as the school or district writes/updates Priority Performance Challenges (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.

The screenshot displays the user interface for the Data Narrative section. At the top, there are four main tabs: 'My School', 'Data Narrative' (highlighted with a red box), 'Action Plans', and 'Collaboration'. Below these, a sub-navigation bar contains seven items: 'UIP Narrative' (highlighted with a red box), 'Brief Description', 'Prior Year Targets', 'Current Performance', 'Trend Analysis', 'Priority Performance Challenges', and 'Root Causes'. The main content area features a header bar with the text 'Narrative on Data Analysis and Root Cause Identification' and a checkbox labeled 'Complete & Ready to submit'. Below this header, a list of narrative components is shown, each with a 'Begin' link: '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), and 'Additional Narrative / Conclusion' (Add Additional Narrative). At the bottom left, there is a 'Next >' button.



## Brief Description

Schools and districts use this step to provide context and begin the narrative. In the text box, users provide a summary of the school or district, including any background information that helps the reader understand the context, focus of the school, and process that the school or district used to involve stakeholders in the development of the UIP. The tab includes an Enrollment & Demographics dashboard to aid with your narrative.

The screenshot displays the 'Data Narrative' section of the UIP Online System. The 'Brief Description' tab is selected and highlighted with a red box. Below the tab is a text area for writing the description, accompanied by a rich text editor toolbar and navigation buttons. Below the text area is an 'Enrollment and Demographics' dashboard for 'Academy 20 (1040)'. The dashboard shows a bar chart of annual enrollment from 2019 to 2023.

Year	Total Enrollment
2019	25,444
2020	25,807
2021	25,710
2022	24,993
2023	25,495



## 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). Users will 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 asks about 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 School
Data Narrative
Action Plans
Collaboration

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

Complete & Ready to submit

### Reflection on the Prior Plan

**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? View the [Quality Criteria](#) for specific expectations in the Prior Year Targets section.

#### 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 specific whether they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

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

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## Current Performance

Schools and districts use this text box to reflect on current performance in relation to district and state expectations. This reflection is automatically added to the overall data narrative. Users can review the dashboard embedded in the page to understand Performance Framework results.

My School
Data Narrative
Action Plans
Collaboration

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

### Current Performance Complete & Ready to submit

**Directions:** Review the current School Performance Framework and local data. For your convenience, the Performance Framework information is included in the dashboard at the bottom of this page. In the text box below, capture your observations and takeaways from this data. Describe any areas where the school 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 description of the magnitude of challenges

The following resources may be helpful as you complete this section: the list of school specific requirements given on the “School Requirements and Information” tab, the [Performance Frameworks](#), and the [District and School Dashboard](#). Consulting local data is also very important to this section. View the [Quality Criteria](#) for specific expectations in the Current Performance section.

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State Accountability ⬆

#### Performance Framework Results

**None** [Click to Change School ->](#)

*Official Ratings Info*
[Click to View Complete Performance Framework Results](#)

**None Information**

Nones	Official Report Type	Official Years on Clock	Official Particip



## Trend Analysis

Trend Analysis includes two components: (1) writing the trend statement; (2) identifying the trend direction. Once the user makes an identification using the “Add Additional Trend Statement” button, an icon representing the trend direction appears. All trends populate in the subsequent Priority Performance Challenges (PPCs) step, allowing schools and districts to reflect on notable trends when developing PPCs.

Trends no longer need to be identified as “notable.” All identified trends will populate on the Priority Performance Challenges tab and will appear in the final UIP.

My School
Data Narrative
Action Plans
Collaboration

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

### Trend Analysis Complete & Ready to submit

**Directions:** Provide a description of trends or patterns identified in the school's data analysis; this description should include three years of data (state and local data) when possible. Trend statements should be provided in the performance indicator areas (i.e., student achievement, student growth, and post-secondary and workforce readiness) and by disaggregated groups. For reference, a dashboard summarizing the school's performance in each indicator is embedded at the bottom of this page (note that this dashboard will not appear in the public UIP). Trend statements should include the direction of the trend, the measure/metric (e.g., the assessment or data source), specific data (e.g., percentages), content area, student population and a comparison point (e.g., state expectations, state average) to indicate why the trend is notable. **All trend statements will populate in the data narrative.** Trend analysis resources are available at the [Performance Data Analysis page](#) and through the [School and District Dashboard](#). View the [Quality Criteria](#) for specific expectations in the Trend Analysis section. For systems with numbers that may not meet public reporting thresholds, the resource [Data Analysis for Small Student Populations](#) can provide direction for reporting trends.

**Example Trend Statement:**

"Middle school students are on a slight decline in English/Language Arts on CMAS-PARCC in 2015-17 (2015 = 727.6 MSS; 2016 = 726 MSS; 2017 = 724.1 MSS). This is a notable trend because it is declining and sits well below the state expectation (740.1 MSS) hovering around the 15th percentile. (Source: SPF/DPF)"

---

[\[ Add Additional Trend Statement \]](#)



**Additional Trend Information**

**Directions:** Use the box below to capture any additional information for your trend statements. E.g., if you noted patterns in your data that cannot be reported publicly due to small n-counts, indicate that here.

[Clear formatting](#)

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**Achievement and Growth**

Academic Achievement	Academic Growth	Postsecondary & Workforce Readiness	Test Participation
<h3 style="margin: 0;">Academy 20 (1040)</h3> <p style="text-align: right; margin: 0;"><a href="#">Click to Change District/School</a></p>			
<p>Use the filters on the sidebar to view results for the annual CMAS and Colorado PSAT/SAT assessments. Results are available for the 2019 through the 2022 test administrations and are reported as mean scale scores. All of the calculations 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. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, no 2020 data is available and 2021 data is not available for all grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the achievement are not representative of the entire student population.</p>			



## Priority Performance Challenges

All trends identified in Step Four appear at the top of this page and in the published UIP. Schools and districts use these trends to narrow the plan’s focus on the school and district’s greatest Priority Performance Challenges (PPCs). 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 PPCs and rationale automatically populate in the data narrative.

My School
Data Narrative
Action Plans
Collaboration

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

### Priority Performance Challenges

 Complete & Ready to submit

**Directions:** Based upon your analysis of 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 performance challenges. View the [Quality Criteria](#) for the Priority Performance Challenges section.

---

**Notable Trends:**  
*(from previous section)*

---

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

---

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

[Clear formatting](#)



## Root Causes

In the Root Cause step, the plan continues to build on itself as all Priority Performance Challenges (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. A Root Cause corresponds with one or more PPCs, schools and districts may “Associate an Already Existing Root Cause.” Once schools and districts create/associate Root Causes, they must provide a rationale for why those Root Causes were selected. Again, the Root Causes and corresponding rationale will merge into the overall data narrative. School and district users can see a list of Root Causes that have not been associated with any PPCs. Users can edit and delete these unassociated Root Causes.

The screenshot displays the 'Data Narrative' tab in the system's navigation menu. Within this tab, the 'Root Causes' sub-tab is selected. The main content area is titled 'Root Causes' and includes a 'Complete & Ready to submit' checkbox. A 'Directions' section provides instructions on identifying root causes for each priority performance challenge. Below this, a specific 'Priority Performance Challenge' (Example PPC) is shown with its category 'Early literacy'. A section for associating root causes features a dropdown menu currently set to '-- None --', along with 'Add / Associate Root Cause' and 'Add New Root Cause' links. A 'Cancel' button is also present. Underneath, the 'Unassociated Root Cause(s)' section lists 'Instructional Practices' with 'Edit' and 'Delete' options. At the bottom, a text area prompts the user to 'Provide a rationale for how these Root Causes were selected and verified:', accompanied by a rich text editor toolbar and a 'Clear formatting' link.



## Action Plans

Five tabs make up the Action Planning section of the Online System: (1) Major Improvement Strategies, (2) Planning Form, (3) Full Plan (4) Target Setting, and (5) Report.

### 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.

The screenshot displays the 'Action Plans' section of the online system. The top navigation bar includes 'My School', 'Data Narrative', 'Action Plans' (highlighted), and 'Collaboration'. Below this, a sub-navigation bar contains 'Major Improvement Strategies' (highlighted), 'Planning Form', 'Full Plan', 'Target Setting', and 'Report'. The main content area is titled 'Major Improvement Strategies' and includes a 'Complete & Ready to submit' checkbox and a 'Download' button. The 'Directions' section provides detailed instructions for describing major improvement strategies for the 2023-2024 and 2024-2025 school years. Below the directions is a 'Save' button. The 'Root Cause(s):' section shows a single entry, 'Instructional Practices', with an 'Edit' button. At the bottom, there is an 'Add Major Improvement Strategy' button.



Once a school or district populates a Major Improvement Strategy (and the associated accountability provisions), users can either add a new Root Cause or associate the appropriate existing Root Cause(s). To add a new Root Cause, select “Add Root Cause” under the Root Cause label on the left-hand side of the screen.

The screenshot displays a user interface for a Major Improvement Strategy. At the top, a dark green header bar contains the text "Major Improvement Strategy: Example MIS" on the left and two buttons, "Edit Improvement Strategy" and "Delete Improvement Strategy", on the right. Below the header, on the left side, there is a section labeled "Root Cause" with a sub-button "Add Root Cause". This "Root Cause" section is enclosed in a red rectangular box. To the right of the "Root Cause" section is a large, empty light gray input field. Below the "Root Cause" section, the text "Strategy Category:" is followed by a light gray input field containing the text "Instructional Evaluation".



## 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.

**Planning Form**  Complete & Ready to submit

**Directions:** For each identified Major Improvement Strategy, develop a plan for how the team will implement that strategy and how they will gauge their 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 that will be tracked, the type of data (perception, survey, evaluation) that will be measured, when it will be measured, by whom, and the frequency of measurement. This resource on developing implementation benchmarks provides additional guidance.

**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).

Enter the Implementation Benchmarks and Action Steps for your first Major Improvement Strategy below. When you are done, click the "Next Major Imp Strategy" button in the upper right corner of that section to enter benchmarks and action steps for your next Major Improvement Strategy. The status of each Implementation Benchmark and Action Step can be monitored on the Full Plan tab. View the [Quality Criteria](#) for specific expectations in the Action Plan section.

Finally, if your school uses Short Cycle (or "90-day plans"), you may use the button below to attach those plans to your UIP. Note that if you upload a Short Cycle plan that includes both implementation benchmarks and action steps, you do not need to enter that information below.

[Add Short Cycle Plan](#)

---

Previous Major Imp Strategy | 1 of 2 | Next Major Imp Strategy

Major Improvement Strategy Name: Coaching observation/feedback

Describe what success will look like:

**Implementation Benchmarks** [Edit All](#) [Reset](#)

[Add New](#) Search:

<input type="checkbox"/> Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
<input type="checkbox"/>	PLC engagement	Continuous improvement based on PLC implementation Rubric while meeting at least two times per week.				Teachers/ILT/Admin

Implementation Benchmarks detail how the implementation of a strategy will be monitored for the Major Improvement Strategies. Users will indicate what practical measurements will be used to track the implementation of the strategies, and they will assign timelines and key personnel to monitor progress.





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 tasks. A timeline, resources, start and end dates, and key personnel will need to be identified. Action Steps and Implementation Benchmarks can be added, deleted, or edited from the Planning Form tab.

Improvement Action Steps Reset ↻

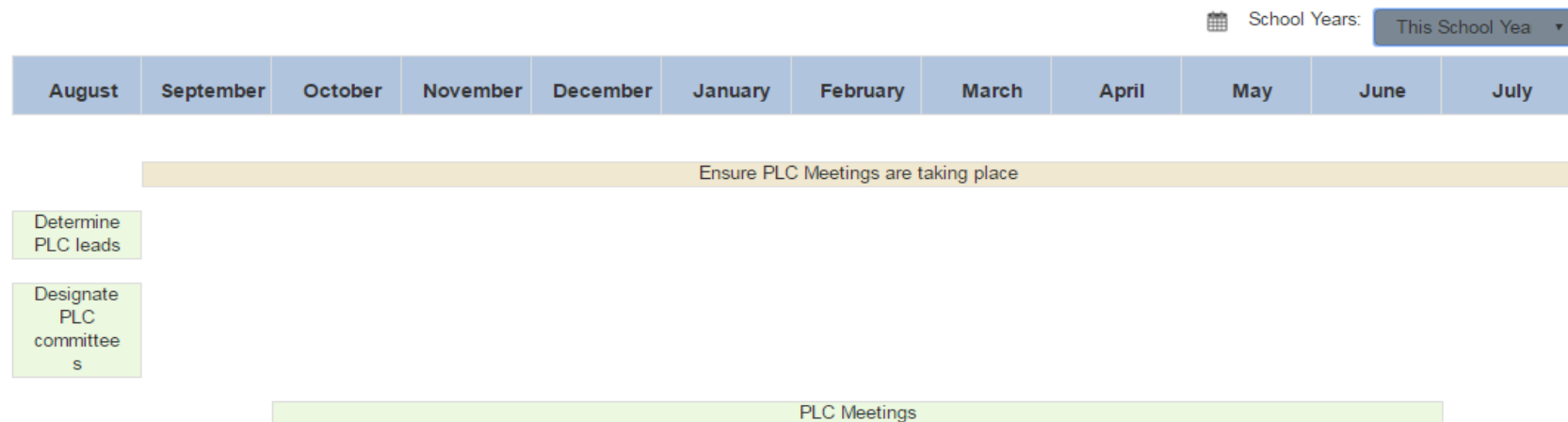
Record Saved Successfully Cancel Search:

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

First Previous **1** Next Last

Show  entries

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.





## 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.

Navigation tabs: My School, Data Narrative, **Action Plans**, Collaboration

Sub-tabs: Major Improvement Strategies, Planning Form, **Full Plan**, Target Setting, Report

[Download](#)

The table below lists the Implementation Benchmarks and Action Steps created on the previous sub-tab (Planning Form). You do not need to enter anything in the table below; it will automatically populate to reflect any content created in the Planning Form tab. To download a spreadsheet containing this information, click the “Download” button in the upper right hand corner.

Show  entries

Search all columns:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
MIS Title ▲	AS/IB	AS/IB Name	AS/IB Description	Start	End	Key Personnel	Resource	Status
Audit of Master Schedule	Action Step	Master Schedule Audit		9/1/2023	10/26/2023	SpEd teachers and adm...		--None--
Audit of Master Schedule	IB	A determination of a fa...	Gap identified in sched...			Coaches, Admin, teach...	N/A	--None--



## Target Setting

Schools and districts use this section to set Targets for the current and upcoming school years.

The area to add Targets will display after the user has created Priority Performance Challenges. 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 Reflection on Previous Year’s Targets in the subsequent UIP.

My School	Data Narrative	<b>Action Plans</b>	Collaboration
Major Improvement Strategies	Planning Form	Full Plan	<b>Target Setting</b>
Target Setting			<input type="checkbox"/> 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. In the section below, provide annual targets for the next two school years. At a minimum, schools should set targets for each of the performance indicators (Achievement, Growth, Postsecondary Workforce Readiness) where state expectations are not yet met; targets should also be related to prioritized performance challenges. For each annual student performance target, identify interim measures (e.g., local interim assessments, leading indicators) that will be used to monitor progress toward the annual targets at least quarterly during the school year. Where possible, specify the mid-year performance targets on these interim measures that will indicate students are on track to meet annual targets. View the [Quality Criteria](#) for specific expectations in the Target Setting section.

To download a spreadsheet containing this information, click the “Download” button in the upper right hand corner.

Priority Performance Challenge : 6th/7th Math Growth	
Performance Indicator:	--None--
Measures / Metrics:	--None--
2023-2024:	Growth between 60th and 70th percentile to catch up from BOY NWEA and CMAS



### Report

The “Report” tab gives users the option to view a calendar showing action steps and implementation benchmarks listed in the planning form and provides users the ability to download a CSV file of all action steps and implementation benchmarks.

My School | Data Narrative | **Action Plans** | Collaboration

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

Download Calendar Info

< > today August 2023 << >> month week

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

6p 3-4 week coaching cycles  
6p 3-4 week coaching cycles  
6p 3-4 week coaching cycles

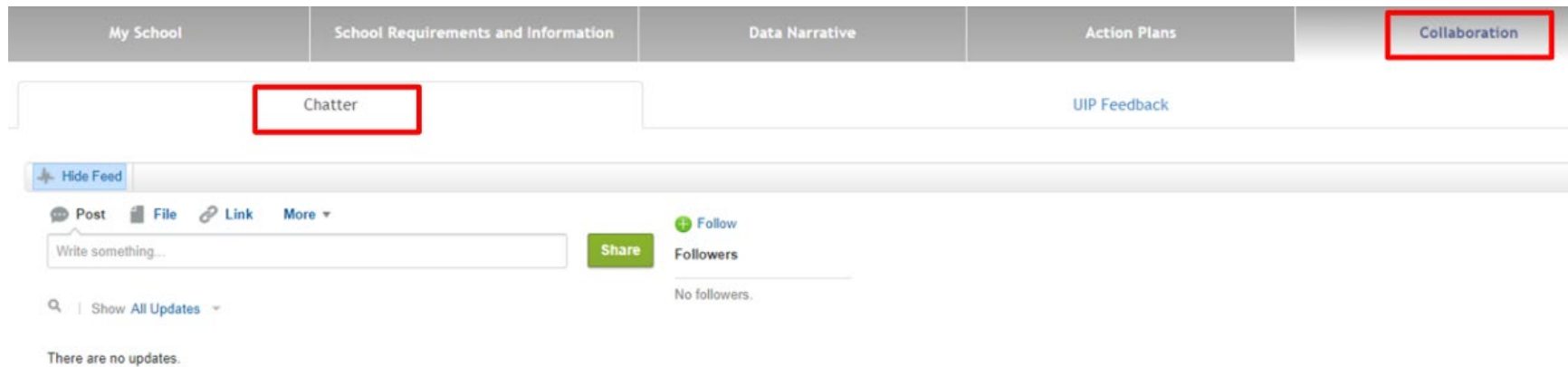


## Collaboration

Collaboration has two sub tabs: Chatter and UIP Feedback.

As of the 2024-25 UIP cycle, the Chatter feature on the Traditional UIP template option has begun phasing out as a chat box option between school and district staff and with the CDE staff. CDE staff does not recommend the Chatter feature be utilized, but notifications from sending Chatter messages will be delivered to the appropriate receiver(s). CDE staff recommends school and district users communicate on their own internal platform, such as email. If the school and/or district staff would like to connect with CDE staff about their UIP, please email the SIP team at [UIPHelp@cde.state.co.us](mailto:UIPHelp@cde.state.co.us).

The intended purpose of the Chatter feature was to offer an option 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. This feature has not historically been utilized.



### UIP Feedback

After the UIP is submitted and if it is reviewed by CDE, the UIP Feedback tab will contain CDE’s feedback. Districts are notified when this tab is populated. The district will then need to notify the school level admin that feedback from CDE staff is available.

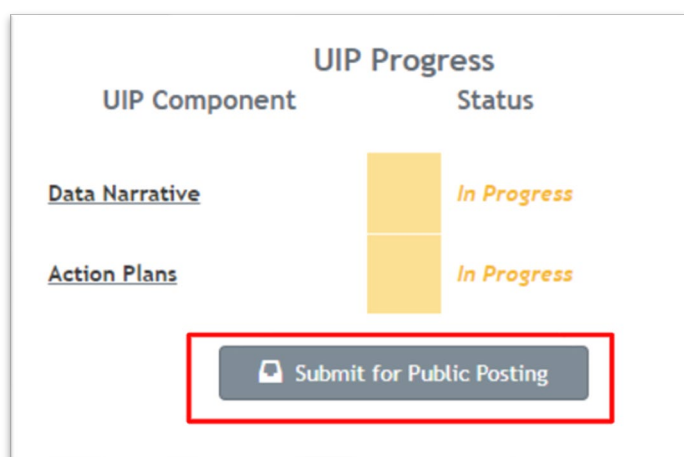


## Submitting a Completed Plan

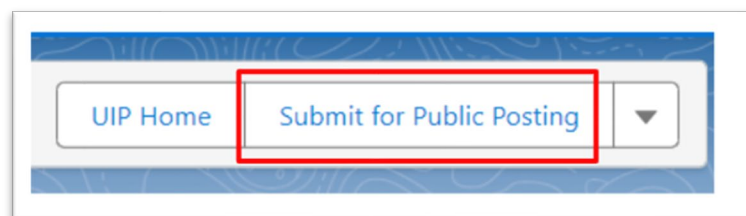
As schools and districts complete each section, mark the “Complete & Ready to Submit” check box in the top bar. These check boxes correspond to the UIP Progress Bar on the first page of the Online System. As schools and districts complete each section, the UIP Progress Bar shows each section as “Ready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

Similar to the UIP Progress bar, as schools and districts complete each section of the UIP, the UIP Elements visual populates with the Priority Performance Challenges, Root Causes, and Major Improvement Strategies.

**For schools:** Once the UIP is complete, hit the ‘Submit for Review’ button, 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 “Submit for Public Posting” button. A plan can also be submitted by navigating to the UIP online system Administrative pages and hitting the “Submit for Public Posting” button.



If you have any system problems, please contact the UIP Team at [UIPHelp@cde.state.co.us](mailto:UIPHelp@cde.state.co.us).