UIP Workbook

Planning for School Improvement

COLORADO
Department of Education

Overview of School Improvement Planning

Effective school improvement planning is grounded in a thorough reflection on available data and the deliberate selection of performance priorities. By reflecting on the likely root causes of those priorities, selecting evidence-based strategies to target them, and crafting actionable plans to bring those strategies to life, schools and districts engage in a continuous improvement process and drive consistently towards improved outcomes for all students.

Colorado's Unified Improvement Plan

Unified Improvement Planning was introduced in 2009 to streamline improvement planning components of state and federal accountability requirements. Based on the Colorado Achievement Plan for Kids (SB212-08), the primary purpose of improvement planning is to align efforts to ***ensure all students exit the K-12 education system ready for post-secondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation.***

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. The intent is that schools and districts create a single plan that satisfies requirements and has true meaning for stakeholders, ultimately reducing the total number of separate plans required. The Colorado Department of Education has developed a Unified Improvement Plan (UIP) template and processes to support schools and districts in their performance management efforts. The UIP template has been designed to meet state, federal, and program accountability requirements.

Purpose of this Workbook

This resource outlines a robust improvement planning process that school leaders can use or adapt to create their improvement plans. It is organized into phases and includes recommended meetings or activities for each phase, along with planning templates, annotated agendas for meetings, guiding questions for reflection, and other resources. Periodic "Directions to UIP Writers" throughout the workbook indicate which sections of the UIP should be completed at various points in the planning process. At the end of the workbook, you will have a completed UIP that is ready to submit for public posting.

This workbook describes one possible approach to improvement planning. This approach is not required, and the timelines described here will differ based on school and district context.

UIP Planning Phases

Pre-Planning

Phase One: Data Analysis and Reflection

Phase Two: Identify Priorities and Targets

Phase Three: Identify Root Causes and Select Strategies

Phase Four: Implementation and Action Plans

Phase Five: Validate and Revise Plan

Phase Six: Finalize, Share for Approval, and Submit UIP for Public Posting

Post-Submission: Implement and Progress Monitor

Contents of this Workbook

Overview of School Improvement Planning 1

Colorado's Unified Improvement Plan 1

Purpose of this Workbook 1

Intended Audience 3

How to Use this Workbook 3

2024-25: Streamlined vs. Traditional UIP Template 4

Key Resources 5

Roles and Teams in the Planning Process 5

Tips for Facilitation 7

General Guidance for Working with Stakeholders 8

Pre-Planning 9

Phase 1: Data Analysis and Reflection 11

Phase 2: Identify Priorities and Targets 13

Phase 3: Conduct Root Cause Analysis and Select Strategies 15

Phase 4: Implementation and Action Plans 17

Phase 5: Validate and Refine UIP 19

Phase 6: Finalize, Share for Approval, and Submit UIP for Public Posting 21

Post-Submission: Implement and Progress Monitor 22

Appendix 24

Intended Audience

This Workbook has been designed with district leaders or new school leaders in mind. New leaders who are looking for thorough guidance for their improvement planning process can use this workbook and the accompanying resources as a step-by-step guide for generating their improvement plan contents. Experienced leaders may find that sections of this workbook reiterate knowledge and skills they already have; they are encouraged to pick and choose the elements of this workbook that are most helpful to them.

How to Use this Workbook

This UIP Workbook follows a planning cycle that begins in winter or spring of the school year prior to the plan year and continues through the spring and summer. It relies heavily on meetings with a leadership team (see Roles and Teams in the Planning Process for the recommended composition of this team) to consider needs, options, and decision-points in the planning process. Sample or suggested agendas and resources for these meetings are included in the Appendix.

A UIP Workbook Planning Template has been designed to work alongside this Workbook. Feel free to use it, adjust it, or choose another planning template that works for you.

UIP Workbook: Scheduling Template							
Note: *Adjust this template to accommodate the needs of your school, team, and community. Add, delete, change rows and columns as needed.*							
Phase 0: Pre-Planning							
Gather...	**Complete**	**Link?**	**Notes**				
Last year's UIP	☐						
Last year's UIP Feedback	☐						
Quality Criteria Document	☐						
UIP Working Doc (or other template)	☐						
Do....	**Complete**	**Link?**	**Notes**				
Get UIP Online System access	☐						
Review Quality Criteria, note specific program requireme	☐						
Review last year's feedback, especially any required cha	☐						
Schedule meetings for year (as below)	☐						
Designate UIP planning team (probably Leadership)	☐						
Designate "UIP Writer(s)"	☐						
Phase 1: Data Analysis & Reflection							
Meeting/Activity	**Date / Time**	**Complete**	**Responsible Person**	**Participants**	**Invite/info email due by**	**Invite/Info sent**	**Notes**
MOY Leadership Data Reflection Meeting		☐				☐	
MOY Whole School Data Day		☐				☐	
EOY Leadership Data Reflection Meeting		☐				☐	
EOY Whole School Planning Meeting		☐				☐	
Phase 2: Identify Priorities and Initial Approach							
Meeting/Activity	**Date / Time**	**Complete**	**Responsible Person**	**Participants**	**Invite/info email due by**	**Invite/Info sent**	**Notes**

Appendix

The Appendix contains resources aligned with each planning phase. For most suggested meetings, there are sample agendas with annotations calling out the purpose and impact of each section of that meeting. Additional resources that may be available include note-catchers, slide decks, and reflection questions or guidance.

Make this process your own by adjusting the timeline, approach, or materials provided as needed.

- Use the annotations on the recommended agendas to inform decisions about how to adjust the plans or agendas.

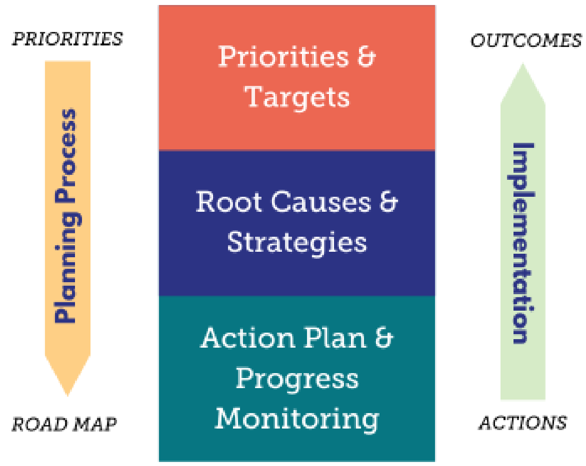
Icons used in this Workbook

- ***Focus***
- ***Timing***
- ***Meeting***
- ***Stakeholder input***
- ***Information giving, communication***
- ***Instructions for UIP writers***
- ***Research***
- ***Outcomes/Deliverables***
- ***Task***
- ***Considerations***

- Use, adjust, or omit the aligned Google Slide decks or other resources for each meeting.
- Make use of and/or adjust the note-catchers and planning templates provided here or use alternative planning documents that work best for your context.

2024-25: Streamlined vs. Traditional UIP Template

The terms used in this workbook reflect those used in the new Streamlined UIP, available statewide (at district discretion) for the 2024-25 plan cycle. This updated template is easier to use, reduces completion time by focusing the documentation asked for in the UIP, and offers improved visuals in the online portal and in publicly posted UIPs. The template asks users to set priorities and targets, identify root causes and strategies, and then determine action steps and a progress monitoring plan (see graphic at right).



The table below offers a crosswalk of some key terminology and the older terminology used by the traditional UIP template.

New Streamlined UIP Terminology	Traditional UIP Terminology
Student Performance Priorities	Priority Performance Challenges
Interim Targets	Interim Measures
Implementation Milestones	Implementation Benchmarks

In addition to these changes in terminology, the Streamlined UIP also differs slightly from the Traditional UIP in structure. See the table below for a crosswalk of the sections in the two UIP formats.

New Streamlined UIP Sections	Traditional UIP Sections
Priorities & Targets • Student Performance Priorities • Improvement Targets (Annual and Interim) • Evidence and Reasoning for selection of Student Performance Priorities	***Data Narrative*** • Brief Description • Prior Year Targets • Current Performance • Trend Analysis • Priority Performance Challenges ***Target Setting*** • Annual Targets • Interim Measures
Root Causes & Strategies • Root Causes • Major Improvement Strategies	***Root Causes*** ***Major Improvement Strategies***
Implementation & Actions • Implementation Milestones • Action Steps	***Action Plan*** • Action Steps • Implementation Benchmarks ***Target Setting***

Key Resources

The following resources provide support for your improvement planning process (and your UIP specifically).

- UIP Workbook Planning Template: This planning template has been created to work in tandem with this workbook. It includes a scheduling tab for the meetings outlined in this workbook, a tab for capturing data analysis takeaways, and tabs for noting performance priorities, root causes, strategies, and action plans.
- Implementation Guide: This guide incorporates insights from Implementation Science to provide research-based guidance for creating site-specific implementation plans. This guidance (and the included planning worksheets) can help you move from strategy to practice – i.e., to create a high-quality implementation plan for any well-defined educational strategy. The aligned worksheets are also available as an editable Word document, linked here.
- Quality Criteria documents (can be downloaded from linked web page): These documents outline the requirements and expectations for UIPs.

Roles and Teams in the Planning Process

Because plan implementation is necessarily a team effort, improvement planning should always be a collaborative process, involving multiple teams of stakeholders. Different stakeholders will be involved in different capacities and at different phases of the planning process. The primary roles in UIP development are described in the table below.

Role or Team	**Role or Team description**	**When involved?**
Leadership Team	Includes school leaders (principal/school director), assistant school leaders. Should also include Culture Leaders (e.g., Deans), Instructional Leaders (e.g., "Director of Curriculum & Instruction" or equivalent), and/or Teacher Leaders, as appropriate.	All
UIP Writer(s)	Designated to take responsibility for populating content in the UIP online system and/or preferred drafting documents. If UIP Writer is not a school leader, they (or at least one of the UIP Writers, if more than one) should attend all leadership in UIP planning meetings in order to capture information for the UIP.	All
Stakeholders	Includes leadership, teachers, other staff, parents/families. May also include students, district leaders, local board members, and community members. *See section below for guidance on working with stakeholders.*	All (may vary between phases)

Role or Team	Role or Team description	When involved?
School Accountability Committee (SAC)	All schools are required by state law to convene a School Accountability Committee (SAC). SACs should include school leaders, teachers, parents/guardians, parent organization representatives, and community members. For additional information, consult the following resources: • CDE webpage on School and District Accountability Committees (SACs and DACs) • SAC Responsibilities Inventory and Español (Updated Sept 2020) • DAC Responsibilities Inventory (Updated Sept 2020) • Accountability Committee Timelines • District Accountability Handbook	Phase 6, *others as needed*
Action Planning Team	*Team Function:* This team is responsible for creating action plans, including plans for progress monitoring and change management, once strategies have been identified. One team may plan all strategies OR each strategy may have a dedicated action planning team. *Team(s) Composition:* Each team should include at least one leadership representative, a teacher/staff representative, a representative from the group that will be most immediately responsible for changing practices in line with the strategy (e.g., teachers, for an instructional-focused strategy; deans, for a culture-focused strategy). If a strategy is focused on Family School Community Partnerships, include at least one parent/family representative. *Note that a single person could fill more than one of these roles.* *Alternative for small teams*: A single designated representative may draft a plan for each strategy. This representative should be deliberate about gathering and incorporating input from various stakeholder groups or members (as described above) throughout the planning process.	Phase 4
Implementation Team	*Team Function:* The function of the Implementation Team is to monitor the progress of the plan, provide implementation support to practitioners and their coaches, clear barriers that are reported up to them, and respond quickly with course-corrections or recommendations when implementation activities are off track or when practitioners encounter obstacles. *Team Composition:* The Implementation Team should be relatively small (3-5 people). It should have enough capacity to address needs as they emerge, while remaining agile when action needs to be taken quickly. The team should include substantial representation from building and instructional leadership; an existing Leadership Team or Instructional Leadership Team may take on the role of the Implementation team, provided they have adequate capacity. An effective Implementation Team benefits from the perspective and leverage of team members with different lenses or spheres of influence within the school.	Phase 7 *Members of this team should be involved in earlier phases of the process in other capacities /roles.*

Tips for Facilitation

This workbook relies heavily on meetings with leadership teams, planning teams, and stakeholders. While annotated agendas are included, these are intended to be revised or adapted to fit your needs and context. Given the strong emphasis on meetings to drive improvement planning work in this Workbook, strong facilitation skills will be instrumental in helping your team achieve the stated purposes and outcomes. The following tips articulate some of the assumptions and facilitation best practices implicit in the provided resources.

- **Meeting agendas are designed to both provide room for reflection *and* drive the process forward.** Meeting facilitators should pay careful attention to the timing of each task, keeping the discussion focused on the outcomes needed in each section of the meeting and moving the discussion along if it stalls. A strong facilitator helps the team avoid getting caught up in the small details or side-tracked by other topics (e.g., discussing a challenging situation with a student or parent that came up that day). Protecting this long-term planning time (rather than constantly reacting to immediate priorities) is a crucial condition for success. That said, *facilitators should also be open to changing course when needed. If a discussion comes up that draws focus away from the agenda, consider whether to table the current meeting topics for a future meeting date. If topics are tabled, schedule a follow-up meeting to address them promptly and keep improvement planning work moving forward.*
- **Offer different formats for contributing.** Some participants will be comfortable sharing their ideas aloud, others will be more comfortable contributing in writing. Some enjoy speaking in front of the full group while others will be more inclined to talk in small groups or pairs.
  - Give "think time" before jumping into a big brainstorming session. (e.g., "Take 2-3 minutes to gather your thoughts and start generating ideas.") *Then* release the group to start discussing, posting thoughts, etc.
  - Offer opportunities for both verbal and written input.
  - Plan for a combination of full group, small group, pair, and/or individual reflection times.
  - Offer opportunities to give input during the session as well as after the fact (e.g., via email or survey follow-up).
- **Actively make space for new/other ideas** to avoid "group think" and to make sure that everyone has a chance to be heard. For example, if the conversation about a given topic or question has only truly considered one perspective or answer, take time to ask, "Does anyone know of another perspective we should consider, or another way of looking at this problem that we haven't thought about?" You can also use this as an opportunity to invite new speakers into the conversation: "Does anyone *who hasn't yet spoken up* know of another perspective we should consider…?"
- **Manage participants' "airtime" if necessary.** Most groups include those who are comfortable speaking in front of groups, or who do best while processing aloud. Others are naturally more reticent about sharing their ideas in a group format or dislike having to compete for space in a group discussion. However, those who are comfortable speaking up don't always have the most important things to say, and often those who are quieter have keen observations to share that can profoundly enrich a conversation. Facilitating discussion so that airtime is shared equally can lead to much more meaningful insights and decisions. E.g., when a few voices routinely dominate the conversation, consider a "round robin" format to get ideas from everyone present, or ask speakers to wait until everyone in the group has had a chance to speak

before they contribute again.

General Guidance for Working with Stakeholders

Stakeholders play a crucial role in school improvement efforts. As indicated in the table of Roles and Teams in the Planning Process, stakeholders include school and district leaders, teachers, staff, families, School and District Accountability Committees (SACs and DACs), local school boards, and community members. Stakeholders should receive regular updates on planning progress and key plan elements, should have opportunities to provide input at key junctures in the planning process, and may even be included in the consideration of key decision points. The planning phases and suggested meetings in this workbook outline several different stakeholder engagement activities. While different stakeholder groups will be involved in different ways and at different times throughout the planning process, there are some best practices in stakeholder engagement that will help cultivate healthy and productive stakeholder engagement. For additional information, please review the resources for SACs and DACs linked above under Roles and Teams in the Planning Process.

Along with providing opportunities for information sharing and input, healthy stakeholder engagement activities also require careful preparation, facilitation, and follow up. The graphic at the right summarizes some of the crucial elements of effective engagement practices before, during, and after stakeholder touchpoints (meetings, input opportunities, etc.).

Before	During	After
• Articulate the purpose of the work, decision or discussion • Describe the role of stakeholders • Provide resources to build background knowledge on implementation and related data that will be discussed during meetings	• Invite unique perspectives • Provide a safe forum to ask questions, share information and confirm understandings • Use effective techniques for leading group discussion to ensure each voice is heard	• Close the loop – communicate decisions and provide rationale • Identify areas of needed improvement and strategies for addressing those areas in a timely and effective manner

Closing the loop after stakeholder feedback. After getting input from stakeholders and using it to inform decision-making, follow up with those contributors so they know *how* their input influenced those decisions. This is especially important where you receive feedback that is *not* reflected in changes, or that contradicts the direction taken; be sure to acknowledge this feedback and give rationale for why it was not taken.

- Acknowledging feedback and giving rationale for how it is used helps to build ownership, engagement, and trust between stakeholders and decision-makers. It also incentivizes future input and feedback. (Conversely, not acknowledging feedback or giving rationale for how it is used can break trust, disincentivize future input/feedback, alienate stakeholders, and create significant issues once it comes time to act on the plans created.)
- Acknowledging feedback may be done via email, in person, or in a presentation (e.g., in a meeting slide deck, by including a slide or two summarizing feedback received, changes made or not made, and rationale for how input was used).

If you're struggling to get additional stakeholder participation and input, consider giving updates acknowledging feedback in a newsletter or posting them somewhere publicly, so that others can see how feedback is received and used. This can also help stakeholders to appreciate the variety of different perspectives they all bring to the table — one may feel very strongly about a given issue, while another takes the opposite position just as strongly.

Pre-Planning

*The Pre-Planning process is a crucial component of UIP development. This process sets the stage for all subsequent UIP activities by gathering crucial resources, confirming access to the UIP online system, assigning major roles, and identifying key team members. Context permitting, this process may also enable you to determine whether to create a new plan or iterate on the prior plan. If you choose to revise and update an existing plan, use the "Copy from Last Year" feature in the UIP Online System to pre-populate the current form with relevant content from the prior plan. **Note** that the "Copy from Last Year" feature will not be available to sites in the first year of using the new Streamlined UIP template.*

Focus: Gather and access necessary resources to set a strong foundation for the upcoming planning cycle.

Timing: Winter or early spring of the year before the intended UIP plan year. This process can be started at any time, but some resources (e.g., UIP feedback on prior plan, if any) may not be available immediately. Note that the next school's year's UIP template in the UIP online system is typically available after April 15th.

Outcomes:

- Tools, resources, and available data are located, collected, and made accessible for the planning team.
- Access to UIP system is confirmed.
- UIP writers are designated and can begin preparing to capture the results of the planning process.

UIP Decisions / Actions

- Designate UIP Writers
- If possible, decide whether to "Copy from Last Year" or create a new plan (may need to wait for Phase 1).
- Consider updating the "Optional: School Description" section to represent the current state of the school.

Available Resources and Tools

- UIP Workbook Planning Template
- UIP Online System

Checklist of items to gather

- ☐ Last year's UIP (or the last completed UIP)
- ☐ Last year's UIP feedback (if applicable)
- ☐ UIP School Quality Criteria document
- ☐ Any available data (assessment or non-assessment) from the current school year
- ☐ Create a copy of the UIP Workbook Planning Template, if desired.

Things to do

- Make sure the person responsible for drafting and submitting the plan has UIP system access and permissions. For help with UIP system access, contact uiphelp@cde.state.co.us.
- Ground in Quality Criteria: Look at the Quality Criteria document and note any program requirements (guaranteed or anticipated). Consider distributing section-by-section during the planning process.
- Look at last year's feedback (if available) to make notes of any changes needed or desired to the plan or planning process.
- Schedule key planning meetings for the year. Use the Scheduling Tab in the UIP Workbook Planning Template, if desired.

Designate "UIP Writers"

CDE recommends designating one or two people who will be responsible for capturing information and progress during the planning process, drafting UIP content, and uploading that content to the UIP Online System. Every planning meeting should include at least one of these people so they can record progress and results in the UIP online system or preferred drafting document.

Assign other UIP roles

Use the table of Roles/Teams in the Planning Process to determine who should be involved, at which points, and in which capacities. If desired, capture team member names and emails on the Roles and Teams tab of the UIP Workbook Planning Template.

Phase 1: Data Analysis and Reflection

Any strong improvement plan is grounded in a clear understanding of the current state of the system. Beginning in the year prior to the plan implementation, school data should be regularly reviewed to inform both current-year adjustments and larger scale changes needed for the upcoming plan cycle. Both leadership teams **and** faculty/staff should be given the opportunity to participate in these data analysis reflections to ensure that everyone has a shared understanding of the school's priorities and areas of strength. Including teachers/staff in these discussions signals to them that their experience, expertise, and insights are valued and will inform the development of the upcoming plan. *Note that Phase 1 overlaps with implementation monitoring of the current year's plan. The reflections suggested below inform both current year adjustments and next year's UIP.*

Focus: Familiarize yourself and your team with current year local data, identifying emerging patterns or trends and including both strengths and priorities.

Timing: Data reflections can begin at mid-year or after the second round of interim testing, when results begin showing trends and trajectories. End-of-year data reflections can begin as soon as final assessments have been administered and data is available (for local assessments, at minimum; state data may be delayed until late summer or early fall).

Outcomes:

- A thorough, data-informed understanding of the current state of the school (including strengths and priorities) to anchor the subsequent planning phases.

UIP Decisions / Actions

Capture notes on mid-year performance trends or other observations. This will inform the "Evidence and Reasoning" for each Student Performance Priority, once these have been selected.

Available Resources and Tools

- UIP Quality Criteria – *available at linked page*
- UIP 101: Student Performance Priorities & Targets
- *Additional resources linked in the Appendix*

Suggested Meetings and/or Activities

1.1 Mid-Year Leadership Data Reflection Meeting (75-90 min)

Purpose: Look at mid-year assessment and non-assessment data, both in aggregate and disaggregated, to identify strengths, concerns, and trends. Review UIP Assurances and plan to fulfill these.

Meeting Prep: Gather available assessment and non-assessment data; ensure this is available to all leadership team members so it can be readily analyzed. Consider asking leaders to review in advance of meeting.

When: Soon after mid-year assessment and non-assessment data are available.

Who: School leader(s), Leadership Team(s)

UIP Actions: Keep notes on data takeaways from this meeting (patterns, trends, strengths, and priorities); these notes will inform the "Student Performance Priorities Evidence and Rationale" section of the UIP.

Resources: *(included in Appendix).* Annotated Agenda, Note-catcher, Next Steps, Directions for UIP Writers

1.2 Whole School "Data Day" (Half- or Full-day Meeting)

Purpose: Look at mid-year assessment and non-assessment data, both in aggregate and disaggregated. Conduct a focused exploration of key trends or priorities apparent in data (identified by leadership). Engage in some root-cause reflections and plan adjustments to instruction in the coming term to address priorities.

When: After Leadership Data Reflection; ideally before or at beginning of next term or unit.

Who: Led by school leader(s), Leadership Team(s). Attended by teaching staff (content specific or full staff).

*****Flexibilities*****: If your schedule or infrastructure won't support a whole school data day, narrow the focus of the agenda in order to review data and get input from teachers/staff during a normal staff meeting, or break this up across two staff meetings (e.g., one meeting to review the data and generate takeaways, and one meeting to collect input on priorities, brainstorm root causes of any emergent priorities, and plan for any necessary course-corrections). Alternatively, you could recruit a representative group of teachers/staff to engage in these reflections.

***Resources:** (included in Appendix).* Considerations for Leaders, Annotated Agenda, Optional Afternoon Session Agenda, Participant Packet

1.3 End-of-Year Leadership Data Reflection Meeting (75-90 min)

Purpose: Look at EOY-year assessment and non-assessment data, both in aggregate and disaggregated, to identify strengths, concerns, and trends.

When: Soon after end-of-year assessment and non-assessment data is available (or close to EOY, if sufficient data is available).

Who: School leader(s), Leadership Team(s)

***Resources:** (included in Appendix).* Annotated Agenda, Next Steps, Directions for UIP Writers

Additional Resources

- **Data Analysis for Small Student Populations**: This guidance focuses on how to include analysis of data with small populations of students in the UIP. This resource is appropriate for all users that need to report on small student groups, either due to size of the school/district or disaggregated data analysis.
- **Using Non-Assessment Data for School Improvement**: The purpose of this document is to support districts with the adoption and use of non-assessment data to inform school improvement efforts. The document will highlight key considerations for data use, data sources that may not have previously been considered for improvement planning, and use cases related to improvement planning.
- **Using Local Assessment Data**: These resources provide a brief overview of how to use two common local assessment platforms (iReady and NWEA MAP) to gauge student proficiency and student growth, view disaggregated student results, and set meaningful performance targets.
  - Using Local Assessment Data: iReady
  - Using Local Assessment Data: NWEA MAP
- **Available State Assessment Data**: Results from ACCESS for Multi-lingual learners is typically available late April. Results from test publishers are also available as follows: CO-PSAT & CO-SAT is typically available in early June at the College Board Dashboard and CMAS/CoAlt Science at PearsonAccessNext. Contact your District Assessment Coordinator for more information.

Phase 2: Identify Priorities and Targets

If the upcoming plan is to have a clear direction and focus, it is crucial that focused priorities are identified at the outset of the planning process. This phase of UIP development builds on the thorough data analysis and stakeholder input from Phase 1 and identifies those areas of student performance that the team will be primarily focused on improving in the coming year. Establishing clear priorities will help the planning team to maintain focus on what is most important throughout the plan development process, and these priorities can help inform decisions about how to allocate resources and team member efforts. Once clear performance priorities are established, long-term annual targets should be set for at least two years. Interim Targets, on the other hand, are intermittent student targets in key areas that enable the team to gauge the impact of the school's strategies on student outcomes (and especially on those skills or areas that have been prioritized for improvement). Interim targets enable the team to monitor progress toward long-term targets and will inform mid-year adjustments if these are needed throughout the school year.

Focus: Identify the Student Performance Priorities, rooted in thorough data analysis, that will likely be the focus of improvement efforts in the coming year. Set annual and interim targets to monitor progress towards prioritized student outcomes.

Timing: Spring (likely May or June). These activities will be most effective if they are started in the spring of the year prior to anticipated plan implementation. Ideally, at this point, the team should have a good understanding of how students have done over the course of the year. Aim for May or June, after a late-spring round of local assessments, so that you can use that data to inform decision-making.

Outcomes:

- A clear, focused set of *Student Performance Priorities* to be addressed in the upcoming plan.
- *Long-Term and Interim Targets* will enable the team to understand the impact of the strategies.

UIP Decisions / Actions

Draft **Student Performance Priorities** and **Targets (both Annual and Interim Targets).**

Make note of possible root causes, if these are identified in this phase.

Available Resources and Tools

- Office of Family, School, and Community Partnerships
- UIP 101: Student Performance Priorities and Targets
- UIP Quality Criteria, Section 1: "Does the plan identify high-leverage performance priorities and targets?"

Suggested Meetings and/or Activities

2.1 Leadership Priority Setting Meeting (2 hours)

Purpose: Identify the student performance areas that will be prioritized for improvement in the coming plan cycle. Set Improvement Targets for improvement in these areas and, time permitting, begin brainstorming possible root causes driving these priorities.

When: Can be started as soon as results from the final round of local assessments are available.
Who: School Leader(s), Leadership Team(s)
Resources *(included in [Appendix]):* Annotated Agenda, Next Steps, Directions for UIP Writers

Solicit Input from Stakeholders (format and timing are flexible)

Purpose: Share identified priorities and targets for the coming plan cycle. Gather input on potential and likely root causes driving those priorities.
When: Recommended as soon as priorities have been set and before stakeholders' summer breaks.
Who: Facilitated by leadership or designee, attended by teachers/staff and by families/students as appropriate.

Phase 3: Conduct Root Cause Analysis and Select Strategies

A thorough root cause analysis enables the team to determine which system, practice, or set of behaviors they will directly target for changes. If the root cause analysis has successfully identified the root of the identified Student Performance Priority, addressing the root cause should positively impact outcomes for students. Finally, once the Root Causes of selected Student Performance Priorities are identified, the team can begin to brainstorm possible or likely strategies to address them. Not all improvement strategies will address a given root cause or priority. Similarly, even the best improvement strategies may be unsuccessful if they are wrong for the context or the community, or if they don't have the support of the school, teachers/staff, and families. Before determining the Major Improvement Strategies for the coming year, taking the time to research strategies fully (including their resource and capacity requirements, conditions for success, and any downstream impacts) and to collect stakeholder input will set the team up for a strategy selection process that truly integrates the best thinking available. The CDE provides evidence-based Major Improvement Strategy Guides that can help with this selection process. Since most of the remaining UIP or improvement plan will focus on creating concrete action plans to implement this strategy, beginning with an understanding of that strategy that is as robust as possible will help streamline the rest of the plan development process and will help prevent problems arising from confusion or lack of clarity later.

Focus: Conduct a root cause analysis to identify what school characteristics, systems, or practices are likely driving identified Student Performance Priorities, and begin brainstorming strategies/interventions to address those Root Causes. Gather research and input about potential strategies and use this information to select 1-3 Major Improvement Strategies that will address identified Root Causes in the next improvement plan.

Timing: Late spring or early summer. This phase builds on the Student Performance Priority selection and Root Cause identification in the prior phase. Consider a late spring or early summer timeline for this phase; if taking a summer break, having strategies selected ahead of time is recommended.

Outcomes:

- Identification of the Root Causes that are likely to be responsible for driving selected Student Performance Priorities.
- Selection of the Major Improvement Strategies that will be used to address the school's identified Root Causes and improve results on Student Performance Priorities.

UIP Decisions / Actions

Conduct root cause analysis and identify Root Causes.

Identify Major Improvement Strategies, including strategy focus, evidence base, and resources.

Available Resources and Tools

- Major Improvement Strategy Guides
- UIP Quality Criteria: section on Root Causes and Major Improvement Strategies
- Root Cause Analysis tools/resources
- UIP 101: Root Causes and Major Improvement Strategies

Suggested Meetings and/or Activities

3.1 Leadership Root Cause and Strategizing Meeting (90 min)

Purpose: Consider input gathered from stakeholders to finalize list of Root Causes to be addressed by the improvement plan. Brainstorm a list of potential Major Improvement Strategies for further exploration.
When: Recommended as soon as input from stakeholders is available to inform root cause discussion.
Who: School Leader(s), Leadership Team(s)
***Resources** (included in Appendix):* Annotated Agenda, Next Steps, Directions for UIP Writers

Strategy Research (Asynchronous, flexible timeline and participants)

Purpose: Research identified strategy options to determine what the strategy requires, what it looks like at full implementation, and the resources and capacities needed to implement it effectively. This will inform decisions about which strategies are right for your school or system.
When: Late spring – early summer. This information will be needed to inform decisions about strategy selection and action planning for selected strategies.
Who: 1-2 individuals designated by leader or leadership team to conduct research and report back to leadership team.
Resources: Major Improvement Strategy Guides, What Works Clearinghouse

Stakeholder Engagement (flexible format), including **3.2 Focus Group on Strategy Options**

Purpose: Share strategy options being considered with stakeholders – both teachers/staff and families. Gather input and gauge level of support for strategies; if either of these groups is actively opposed to a strategy, it will not be a good fit for the school.
When: Late spring – summer
Who: School Leadership, teachers/staff, families
***Resources** (included in Appendix):* 3.2 Focus Group on Strategy Options Annotated Agenda

3.3 Leadership Strategy Meeting (60-90 minutes + 1-2 hours of pre-work)

Purpose: Consider all viable strategy options, including research and stakeholder input. Select Major Improvement strategies for the upcoming improvement plan, and determine focus of efforts within that strategy for coming year.
When: Late spring - summer
Who: School Leadership
***Resources** (included in Appendix):* Annotated Agenda, Next Steps, Directions for UIP Writers

Phase 4: Implementation and Action Plans

As mentioned above, even the best strategy will be ineffective if it's not right for the school or its context. Similarly, even the right strategy for a school will fall flat if it is not implemented effectively. Creating a progress monitoring plan is a crucial – but too often neglected – element of the planning process. Implementation Milestones are key measures or checkpoints that indicate whether the strategy is being implemented as planned or as written. Establishing and regularly monitoring these milestones and measures enables the team to understand its progress during the year, instead of having to wait for the end-of-year results, and to make any mid-course corrections needed to effectively support student success. Strong action planning identifies both the key steps and the ongoing processes needed to put a given strategy into practice. For each of these activities, an Action Plan identifies who will be responsible or involved, when the activity should take place, and any additional resources necessary to support it.

Focus: Create thorough and actionable implementation plans that include Implementation Milestones and progress monitoring elements along with key action steps. These plans will guide leadership and team member efforts and provide a framework for progress monitoring in the coming year.

Timing: Implementation and Action planning can begin as soon as strategies are finalized. It is strongly recommended that any plans regarding the school year launch (e.g., staff trainings, new school structures or systems) are fleshed out before summer vacation. E.g., if using short-cycle planning, having the first 90-day plan finalized before break will help prevent planning bottlenecks in the fall.

Outcomes: The following deliverables will be created:

- *Implementation Milestones*, which will enable the team to gauge implementation progress.
- *Action Plans*, naming both discrete and ongoing actions needed to implement the strategy.

UIP Decisions / Actions

Draft **Implementation Milestones.**

Draft **Action Plans.**

Adjust **Interim Targets** as needed

Available Resources and Tools

- Implementation Guide
- Implementation Guide Worksheets (DOC)
- Implementation Milestone Guidance Document (PDF or DOCX)
- Guidance for Short Cycle Planning within the UIP
- UIP 101: Action Steps and Implementation Milestones

Suggested Meetings and/or Activities

4.1 Designate Implementation Planning Team(s) *if not already done*

Purpose: Implementation Planning is a crucial and intensive process that should include both leadership and teacher/staff representatives. If your team is large enough, consider designating a separate planning team for each Major Improvement Strategy. If your team is smaller, consider designating one team to plan implementation activities for all strategies.

When: Designating an Implementation Team should be done as soon as strategies are selected, at the latest, (though it could also happen earlier).

Who: Leadership will need to sign off on these action planning teams (either specifically or in principle).

Resources *(included in Appendix):* Guidance on Team Composition

4.2 Individual Implementation Planning Team Meetings

Purpose: Determine what changes need to occur, how those changes will take place, who will be involved at various stages in the process, and when actions will take place. Distill this information into a set of action steps (describing concrete actions to be taken) and Implementation Milestones (key benchmarks that will indicate implementation is proceeding as planned). These plans should be able to guide both ongoing daily/weekly actions (e.g., team meetings) and one-off tasks needed to support implementation of the strategy.

When: Can begin as soon as Major Improvement Strategies are selected

Who: Action Planning Team(s)

Resources *(linked here or included in Appendix):* General Implementation Planning Workflow (in Appendix), Implementation Guide, Implementation Milestones Guidance Document (PDF or DOCX)

4.3 Combined Implementation Planning Team Meetings *if more than one planning team*

Purpose: If there are different teams creating action plans for each strategy, ensure all teams meet together to share, compare, and reconcile plans. Identify any tensions between plans, crunch-times in the schedule, or tasks that fall too heavily on particular individuals or groups. Adjust timelines, supports, and task owners as needed so that plans feel cohesive and coherent.

When: The full group should meet once separate planning teams have their general plans sketched out (including task owners and timeline). Plans should not be finalized until this full group meeting has taken place and any conflicts or tensions have been ironed out.

Who: Action Planning Team(s)

Resources *(included in Appendix):* Guidance on coordinating and synthesizing plans

4.4 Leadership Plan Review (in-person or remote; synchronous or asynchronous, as needed)

Purpose: Review finalized plans. Surface any questions or concerns, adjust plans as needed, and approve plans.

When: Once plans for all the different strategies have been reconciled and revised as needed. It’s a good idea to have beginning-of-year activities finalized and approved before summer break so these can be launched immediately when the team returns, but this timeline can be flexed to accommodate your context.

Who: School Leader(s), Leadership Team(s)

Resources *(included in Appendix):* Directions for UIP Writers

Phase 5: Validate and Refine UIP

Thus far, the planning process has relied on the data available to leadership and planning teams during the school year – i.e., local assessment and non-assessment data that has been either collected and managed by the school or that has been made accessible to the school by an external assessment platform (e.g., DIBELS, NWEA MAP, iReady). However, the UIP should also reflect the needs or priorities that emerge from end-of-year state assessment results. Since School and District Performance Frameworks (SPF and DPF) are not available until the fall, waiting for these results to start the planning process leaves the team with little to no room to respond effectively. At that point, the schedule for the year has been set, any beginning of year orientations and professional development sessions have already happened, and classroom structures and practices are already in use; it is likely too late to make meaningful changes. In order to start the year on the strongest possible footing, the bulk of the UIP should be completed, at least in draft form, by late summer or early fall of the plan year. When state assessment results are released, these results should be used to either validate the existing plan (e.g., if state assessment results align to local assessment results) or to refine that plan (e.g., if state assessment results suggest new or differing priorities). A Stakeholder Engagement meeting allows you to share the finalized plan with key stakeholders, including teachers, staff, and families. Note that schools submitting Priority Improvement or Turnaround plans should plan for additional Parent Notification and Public Hearing Requirements.

Focus: Use state achievement and growth data to validate/confirm existing plan OR to adjust as needed. Update UIP to address any new requirements resulting from state and/or federal identification(s).

Timing: Relatively soon after School and District Performance Frameworks are released and plan types are assigned.

Outcomes:

- Add state data takeaways to Student Performance Priorities Evidence & Reasoning narrative in UIP.
- Ensure that improvement plans reflect and address any needs suggested by state data, either as Student Performance Priorities or in the “Evidence and Reasoning” section.
- Ensure that plans address any new requirements resulting from new or different state or federal identifications.

UIP Decisions / Actions

Add state data takeaways to Student Performance Priorities Evidence & Reasoning narrative in UIP.

Adjust/finalize **Improvement Targets** and **Major Improvement Strategies.**

Ensure that all **Assurances** applicable to the school can be checked in the UIP (or, for any assurances the school can’t make, an explanation is included in the provided narrative box).

Available Resources and Tools

- Parent Notification and Public Hearing Requirements (for schools with Priority Improvement or Turnaround plan types)

Suggested Meetings and/or Activities

5.1 State Data Reflection Meeting (30-90 min)

Purpose: Use data from official state assessment results to confirm/validate the existing plan OR to adjust the existing plan as needed in light of these results. Review any new planning requirements resulting from state or federal identification (if any). Review and check the UIP Assurances applicable to the site. *If state results confirm/validate plan and if there are no new school identifications, this will likely be a shorter meeting (30 min). If state results conflict with local results (the results used to create the plan), then this will likely be a longer meeting (90 min).*

When: Soon after state assessment results are available.

Who: Leadership

Resources *(available in Appendix):* Annotated Agenda, Next Steps if state results conflict with local results, Directions for UIP Writers

5.2 State Data Stakeholder Engagement Meeting (60-90 min)

Purpose: Share pertinent state and/or federal identification(s) with stakeholders, if any. Share plan for coming year, as well as opportunities for supporting the plan implementation.

When: After state assessment results and performance frameworks are available, and after the State Data Reflection Meeting.

Who: School Leader(s) or Leadership Team(s) or designated representative, presenting to teachers/staff and parents/families. [**Caution** *Do not share official state assessment results with parents/families until the State Embargo is lifted, typically at the State Board of Education meeting mid-August*.]

Resources *(linked here or available in Appendix):* Annotated Agenda, Directions for UIP Writers, Parent Notification and Public Hearing Requirements (for schools submitting Priority Improvement or Turnaround plans)

Phase 6: Finalize, Share for Approval, and Submit UIP for Public Posting

At this point, your UIP should be effectively complete. Your School Accountability Committee (SAC) should be given the opportunity to review the completed UIP. Superintendents must approve Improvement and Performance plans, your Local Board must approve and adopt Priority Improvement and Turnaround Plans before the UIP is publicly posted (see this document for additional information). Incorporate any final changes or adjustments needed as a result of input from these groups. Once the UIP has been fully updated and approved, you'll use the UIP Online System to submit it for public posting.

Focus: Share your complete draft of the UIP with any individuals or groups who need to see it or sign off on it before publicly posting it. If needed, adjust or revise the UIP based on input from these stakeholders. Submit the finalized UIP for public posting via the UIP Online System.

Timing: UIPs are due on October 15th (or the next business day, if the 15th falls on a weekend). Ensure that you have reserved time at the relevant board and/or School Accountability Committee meetings in advance, so that your UIP can be approved before it is submitted. Schools that are newly identified for with a Priority Improvement or Turnaround Plan Type on their School Performance Framework may submit their final UIP on January 15th (or the next business day, if the 15 th falls on a weekend), subject to district discretion.

Outcomes:

- An approved and publicly posted UIP.

Directions for UIP Writers

- Finalize all UIP sections.
- Ensure all Assurances are checked or rationale is given
- Review full UIP for consistency and cohesion.
- Share for approval, then submit UIP for public posting.

Available Resources and Tools

- Online UIP User Guide (PDF)
- District Admin User Guide (PDF) for UIP Online System

Suggested Meetings and/or Activities

Finalize UIP

Purpose: Finalize all sections of the UIP. Review full draft to check for internal consistency and cohesion.
Who: UIP Writer(s)

- **Share UIP with Leadership Team**
- **Share UIP with School Accountability Committee**
- **Share UIP with Superintendent and/or local school board**

Submit UIP for Public Posting

Who: UIP Writer(s), Accountability Contact, or designated representative

Post-Submission: Implement and Progress Monitor

Once you have submitted your UIP, the plan you've created should guide improvement efforts for the rest of the plan year. In order to use the planning from your UIP as a guide for action, you'll need to integrate those plan contents into any other planning tools you use – e.g., your staff meeting schedules, coaching cadences, and meeting agendas. Both action steps (key actions and ongoing processes) and progress monitoring elements (Implementation Milestones and Interim Targets) should be incorporated into the planning or organization tools the team uses on a daily basis so that they don't fall off the radar. Consider downloading your Action Plan in the UIP online system as a spreadsheet to turn into a living implementation tracking or project management tool.

To improve the quality of implementation and the chances of having the intended impact on student performance, the following "post-submission" guidance may be helpful.

Track progress using Implementation Milestones and Interim Targets. As mentioned above, progress monitoring elements (like Implementation Milestones and Interim Targets) are crucial tools that enable the team to understand how strategy implementation is unfolding and how the selected strategy is impacting student results. However, these elements are only useful when they are regularly tracked and used to assess progress and inform reflections on whether plans should be adjusted or continued as written. Make sure you have progress monitoring trackers in place and check periodically to make sure these are being used. Put progress-monitoring meetings on the school, leadership team, or staff meeting calendar and review data on these days. You may also consider creating a standing agenda item for "progress monitoring" during leadership team meetings.

Use progress monitoring data to inform action. Once progress monitoring trackers are in place and data is regularly being collected and analyzed, make sure that those analyses inform future action. In the current year, Implementation Milestones results will help the team gauge whether the strategy is being implemented as planned. Missed milestones may signal the need for the strategic allocation of additional support, guidance, or resources, and may inform relevant adjustments to the action plan. Interim Targets, on the other hand, indicate whether students are on track to meet the Improvement Targets. If results indicate that students are not on track, the planning team may consider adjustments to the implementation plan or the strategy to better meet student needs. Progress monitoring data will also be helpful in informing decisions about priorities and strategies in the upcoming improvement planning cycle.

Ensure clear lines of communication from practitioners (staff/teachers) to leadership to that concerns/needs can be elevated and addressed quickly. Those who are most immediately involved in putting a strategy into practice (usually teachers or staff) are those who are best positioned to understand any priorities or obstacles that arise in implementation efforts. Ensuring that these practitioners have access to leadership in order to elevate these concerns means that obstacles can be identified and addressed quickly, before they cause significant issues with plan implementation or student performance. Getting information directly from practitioners also helps leaders to understand the situation "on the ground" and to make any other decisions necessary to support the strategies being implemented or the people who are implementing them.

Have an Implementation Team to help monitor progress on strategies and identify needs for additional support/resources. One efficient way to implement the post-submission guidance given above is to designate an Implementation Team. The function of the Implementation Team is to monitor the progress of the plan, provide implementation support to practitioners and their coaches, clear barriers to strong implementation that are reported up to them, and respond quickly with course-corrections or recommendations when implementation activities are off track or when practitioners encounter obstacles. The Implementation Team should be relatively small (3-5 people). It should have enough capacity to address needs as they emerge, while remaining agile when action needs to be taken quickly. For additional information on Implementation Teams, see the Implementation Guide (page 4).

Available Resources and Tools

- Implementation Guide
- *Optional:* Blank Progress Monitoring Templates
  - Implementation Data Tracker
  - Instructional Leadership Team (ILT) Calendar and PD Crosswalk

Appendix

Appendix Contents

Annotated Agendas....25
1.1 Mid-Year Leadership Data Reflection: Annotated Agenda....26
1.1 Leadership Data Reflection Meeting Note-catcher....30
1.2 Whole School Data Day: Annotated Agenda....31
1.2 Whole School Data Day: Considerations for leaders....36
1.2 Whole School Data Day: Participant Packet....37
1.2 Whole School Data Day: Team-Level Reflections and Planning (Optional Session)....41
1.3 End of Year Leadership Data Reflection: Annotated Agenda....42
2.1 Leadership Priority Setting Meeting: Annotated Agenda....46
3.1 Leadership Root Cause and Strategizing Meeting: Annotated Agenda....50
3.2 Focus Group on Strategy Options: Annotated Agenda....53
3.3 Leadership Strategy Meeting: Annotated Agenda....55
4.1 Designate Action Planning Team(s)....58
4.2 General Implementation Planning Workflow....58
4.3 Coordinate and Synthesize Plans (If using more than one Action Team):....59
4.4 Leadership Plan Review Meeting (Can also be done remotely/asynchronously)....59
5.1 State Data Reflection Meeting: Annotated Agenda....60
5.2 State Data Stakeholder Engagement Meeting: Annotated Agenda....63
6.1 Finalize UIP....65

Annotated Agendas

This Appendix includes Annotated Agendas for most of the meetings suggested in this workbook. Annotations in the column at the right highlight the **Purpose** and the **Impact** of each of the meeting sections or activities. Use these annotations to guide your meeting prep, or if you want to adjust the agenda, use these annotations to decide how to make those changes.

The table below shows an example of how these annotated agendas are organized. It also shows the typical "opening" and "closing" sections of these meetings, along with general annotations for these activities. *These annotations will be omitted from individual agendas, below, but you can always reference these here. Where the Purpose and Impact differ for a given meeting, this will be noted in those Annotations.*

The table below uses the Opening and Closing sections of a typical meeting agenda to illustrate the Agenda format.

Topic	Description	Purpose and Impact
Welcome and Framing **(10-15 min)**	• **Anchor** the team in your school's mission/vision: *what is our wish/aim for our students?* • Review **Objectives and/or Outcomes** for this meeting. • **Review the purpose** of the meeting and any major activities for the meeting (e.g., looking at data). • **Focus on current task**	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** Beginning the meeting with a reminder of the team's mission/vision can help them stay focused on what is most important, rather than getting lost in the details. This can also serve as a touchstone throughout the meeting: *how does this impact our mission?*
Close Out **(5-10 min)**	**Recap**: • Decision points from the meeting • Any action steps identified during the meeting, and who is responsible	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

1.1 Mid-Year Leadership Data Reflection: Annotated Agenda

Meeting Length: 75-90 min

Meeting Information

Participants: Leadership

Meeting Prep: Gather (and share before meeting, if desired) most recent assessment and non-assessment data, especially any that indicates progress relative to Interim Targets. Make sure data can be disaggregated for different student groups (or include disaggregated data sets/visualizations)

Participant Pre-work (if desired)*:* Review/explore data provided. Note patterns/trends and 3 high-level takeaways.

Supplemental Materials: Meeting note catcher (below); *Slide Deck Template Here*

Topic	Description	Purpose and Impact
Welcome and Framing **(10-15 min)**	• **Anchor** the team in your school's mission/vision: *what is our wish/aim for our students?* • Review **Objectives and/or Outcomes** for this meeting. • **Review the purpose** of looking at data: *What do data reflections do for us? Data allows us to understand how we're doing – whether implementation is going as planned, whether our approach is impacting student performance, where our bright spots are, where we need more focus or support. A clear data picture allows us to intervene as needed in order to respond to new obstacles or lessons learned.* • **Focus on current task**: *What is our focus now? Our emphasis is on support and intervention, rather than on accountability or "gotchas".* • **Strengths and Priorities:** Highlight the importance of identifying **both** areas of relative strength and priorities we want to address.	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** Beginning the meeting with a reminder of the team's mission/vision can help them stay focused on what is most important, rather than getting lost in the details. This can also serve as a touchstone throughout the meeting: *how does this impact our mission?*
Brainstorm: Takeaways from the data **(15 min)**	**As a group, compile a brainstorm around the topics below.** You may choose to start generating ideas as individuals, in pairs, or in small groups first. I. **Look for patterns/trends** at the school level or by grade, classroom, subject, disaggregated groups (MLL, IEP/SWD, FRL, race/ethnicity, others as relevant) o Consider also: performance relative to Interim Targets (progress towards Annual Improvement Targets), achievement relative to grade-level standards, growth during year II. **Identify assets and priorities**: o Identify assets/areas of strength.	**Purpose:** Since each team member has their own perspective or expertise (and may therefore see slightly different things in the data), the collective brainstorming approach combines these perspectives and draws on the capacity of the full group to identify patterns and trends in the data. **Impact:** Identifying assets in addition to priorities can help the group understand where they may be able to build on areas

	○ Identify priorities (e.g., disparities in student performance across student groups, classes, grade levels, or subjects; student performance relative to grade-level expectations; areas of performance that are furthest from meeting Interim Targets; etc.) – *without speculating about reasons or assigning blame* III. **Name the impact** of each asset or priority. **Resource:** *If desired, you can use the Notecatcher provided below to capture these ideas.*	of strength, or use one of the strengths to address a priority. Observing patterns/trends without assigning blame helps to create a safe space for team members to be honest about what they're seeing. Naming the impact of assets and priorities can help the team to determine what is most pressing to address immediately, or which strengths are important to continue developing.
Discuss priorities **(20 min)**	In determining which challenges to prioritize in the coming year, make note of the following conditions or considerations. (You may also want to "code" or label your list of priorities based on these considerations.) 1. Are there any challenges (existing or emerging) that are *actively getting in the way of other school systems/practices?* E.g., significant behavioral concerns that are disrupting the learning environment and causing or exacerbating issues in other areas. 2. Where can we leverage one of our strengths to help us meet a challenge? 3. Which challenges are a light lift and which are a heavy lift? (I.e., which can be addressed fairly simply and quickly, and which require more time, resources, investment, etc. to address?) 4. Which challenges are urgent to address now, vs. which can be addressed in the next improvement cycle? 5. Which challenges should be addressed directly (vs. which may improve automatically if others are addressed)?	**Purpose:** Priorities are not all created equal, and taking the time to think through this list of considerations can help clarify which challenges are most important for the school to address *first.* **Impact:** Taking the time to discuss the identified priorities after brainstorming them allows group members to learn from each other and develop their thinking. First impressions can change drastically upon consideration.
Identify any course-corrections **(10 min)**	Identify 1-3 priorities that school leadership (or school as a whole) needs to focus on addressing immediately. (Alternatively, you may decide that it is more important or impactful to stay the course and keep efforts allocated as they have been) • Take into account the considerations above and decide how to weight the different concerns based on your school context and needs. • Consider also *which priorities require system-level interventions or support* (as opposed to those that can or should be addressed at the classroom level).	**Purpose:** Since it is the middle of the year, there is still time to make some adjustments to practices/systems and increase the impact on student performance before the end of the year. **Impact:** Intervening to address priorities during the school year contributes to a culture of "continuous improvement" and shows the full school team that leadership is committed to addressing problems

	• If implementation is on track and you are seeing the changes/impacts you want to see, course corrections may not be necessary.	alongside them. Mid-year course corrections or interventions are also a great opportunity to test out responses to priorities (to see what works/what doesn't work) so that this information can be used to inform strategy selection in the coming plan cycle.
Plan approach **(10 min)**	Plan to make identified course corrections. (This can happen during this meeting or after.) • *Note: It's important to take a support orientation at this time (rather than focusing on accountability or evaluation).* Ensure that if there are specific staff that have been identified for improvement, they are clear on the expectations, and they know how leadership support and resources are dedicated to helping them improve. Identify theme/focus for Data Day (*if applicable*): • Is there a particular "headline" that everyone should get? • Is there core messaging you need to give everyone at this time? • What is most important for staff to reflect on or focus on at this point in the year?	**Purpose:** Create a concrete plan for responding to priorities. While the data reflection is still fresh in your mind, decide what big questions or observations the whole school team should consider during Data Day. **Impact:** Clear and specific action steps for making change are always more impactful than a general sense of what needs to change. Note that at this point it is important to take a support orientation (rather than focusing on accountability/evaluation). The full staff team is much more likely to be engaged and supportive of changes if they know they are supported than if they feel targeted or blamed.
Review Assurances	The UIP includes a list of Assurances that schools must make in partial satisfaction of state and federal requirements. Review the Assurances that apply (or may apply, based on identifications) to your school, and plan as needed to satisfy the requirements described.	**Impact:** Taking the time to review assurances now will enable the team to plan accordingly to ensure they are fulfilled before the UIP is submitted. ***Note***: This review of assurances may also take place at a later leadership meeting.
Close Out	Recap: • Decision points from the meeting • Any action steps identified during the meeting, and who is responsible Next leadership meeting date and focus (and any pre-work)	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing mis-communication or misunderstandings and saving a lot of time in the long run.

Directions for UIP Writers

The data reflections from this meeting should eventually inform the "Student Performance Priority Evidence and Reasoning" section of the UIP (or the "Data Analysis" section, if using the Traditional UIP Template). While you may not be ready to draft this section yet, keep notes on the data takeaways from this meeting (patterns, trends, strengths, and priorities). These notes will help you to have the information you need ready to hand when you do draft this section of the UIP. You can use the note-catcher on the next page to capture this information, or include these notes in the Data Analysis section of the UIP Workbook Planning Template.

1.1 Leadership Data Reflection Meeting Note-catcher

What patterns or trends are you seeing in the data?	**Look for patterns by…**

	• School-level
	• Grade-level
	• Classroom
	• Subject
	• Disaggregated groups
	  ○ MLL
	  ○ IEP
	  ○ Free/Reduced price meals
	  ○ Race/ethnicity
	  ○ Others, as relevant.

What are your strengths or assets as a school/team?	
	What are the impacts of these strengths/assets?
What priorities or areas of concern are you noticing?	
	What are the impacts of these priorities?

1.2 Whole School Data Day: Annotated Agenda

Meeting Length: Full Day (may be shortened to half-day, or crucial components may be covered in a regular staff meeting or meeting with select staff/teachers/teaching teams)

Meeting Information

Aim/Purpose of the Day: Reflect on the most recent round of assessment data, examine progress in areas prioritized for improvement, identify strengths/assets and priorities to be addressed, and make or adjust plans for the coming term.

Meeting Prep: See "Next Steps" from last meeting, if not already completed. See "Whole School Data Day: Considerations for Leaders," below.

Resources:
- Participant Packet: Whole School Data Day_Participant Packet (also included below)
- Slides Template: Whole School Data Day_Slides Template

Topic	Description, Activities	Purpose, Impact, and Considerations
Welcome/ Launch	Open the day with a welcome to get the agenda moving.	**Purpose and Impact:** Marking a clear starting point helps the day to feel intentional and clearly honors the team's time.
Opening Reflection 10 min	What is one success you noted over the last term? What is one thing you're looking forward to in the coming term? *3-5 min Individual reflection time, followed by about 5 minutes of share-outs.*	**Purpose and Impact:** An opening reflection sets the tone for the day. Focusing this reflection on successes and hopes encourages a forward-looking, solutions-oriented engagement with the day's reflections.
Overall Framing for Day 20-30 min	**Objectives:** • Re-ground in our mission as a school and the purpose of looking at data. • Analyze our data from the first semester (or quarter or term). • Reflect on our implementation of our current year improvement plan. • Determine what we need to do to ensure a strong finish to the year. **Re-grounding in the Mission/Vision**: *Why are we here? What is our purpose, as a school?* **Purpose of looking at data**: *Why do we look at data? How does this help us in our mission?*	**Purpose:** A clear framing will clarify aims and expectations for the day. **Impact:** Clear and deliberate framing shows thoughtful intentionality, so participants know that their time and energy will be spent in meaningful work. Tying the specific work of data analysis back to the school's mission and vision – ideally a core value or passion that the full team shares – can show how today's work is connected to that mission. This can help enfranchise even those who are not particularly inspired by data to see the

<table>
<tr>
<td></td>
<td>Different kinds of data: What are “lead” and “lag” indicators? What information can we get from them? What can we <u>not</u> get from them?</td>
<td>value and meaning in a thoughtful analysis and reflection.</td>
</tr>
<tr>
<td>Data Reflection #1: School-level Lead Indicators

30-60 min</td>
<td>Framing (5-10 min): Since the school year is still in progress, our primary focus for the day is on lead measures. In this next activity,

focus on the lead measures that are aligned to our major priorities and Improvement Targets
try to identify school-level patterns, observations, or next steps.

Data presentation (5 min) - (could be projected on slides or in handout): data/performance on Interim Measure assessments and/or progress towards Improvement Targets

Ideally, look at just a few data points. Tracking performance on just 2-3 measures throughout the year is a good way to stay focused and get a high-level snapshot without getting overwhelmed or sucked into the details right away.
It’s good practice to check in on your progress towards Improvement Targets. If you have strong Interim Targets (i.e., mid-year student performance targets), look at how you did on these key indicators. This will provide an overall snapshot of how you are progressing towards those end of year targets.

Reflection Questions:

Based on this data as well as any observational data from the last term, what are our current successes/strengths/assets? What have we as a team done (or not done) that contributed to these?
What are our current priorities/areas of concern? What have we as a team done (or not done) that contributed to these?

Reflection Process:

(10-20 min) Give time for individuals, pairs, and/or small groups (as appropriate) to explore and reflect on the data. (Give 10 minutes if
</td>
<td>Purpose: Checking in on key lead measures is a great way to get a high level snapshot of how things are going at the school (specifically with reference to the priorities that were set last year or earlier in the year).

Impact: Deliberately starting at a high “altitude” can help to establish an overall perspective before diving into the details. Identifying big strengths and areas of concern can help give focus and direction to more specific data analysis later in the day. (I.e., it may help people determine where to focus their attention when looking for more detailed or granular patterns in the data.)

Considerations for Annual Target/Interim Measure reflections:

Consider whether you want to look at the data for all Improvement Targets at once, or whether you want to look at progress towards each target separately.
If you’ve set Interim Targets in such a way that you only have 2-4 indicators that you’re tracking throughout the year, it’s feasible to review all in one reflection session. (E.g., consider one visualization for each indicator.)
If you’re examining progress towards Improvement Targets, name both what those targets are and your starting point. This will help the team situate their current performance on a continuum from where they started to where they’re hoping to get.
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	working as individuals; give 20 or more minutes as needed, if working in pairs/groups.) 2. (10-15 min) Ask for volunteers to share out their observations/insights. Depending on the size of your team, this could be done verbally, or it could be done by means of a collaboration board or shared Google Doc. 3. (5-10 min) If there are any "quick hits" (i.e., easy fixes) or next steps (i.e., look into solutions for an identified priorities), make sure to capture these and assign someone to follow up on them.	○ This can help the team to identify strengths/ successes. ○ This can inform the decision of whether to "stay the course" or whether efforts need to be accelerated in order to meet those EOY targets.
Key Takeaways, school-/ leader-level changes 15-60 min	Share any major takeaways from the MOY Leadership Data Reflection–especially any decisions about school- or leader-level Implementation shifts for the next part of the school year. *Consider these best practices for sharing this information:* • *Ground any implementation shifts in the data that everyone has just explored. Explain what leaders saw and why they decided to act on it.* • *Explain what adjustments will happen. Be particularly clear about any actions or participation needed from the staff to support the adjustment.* • *If needed, sharing any other options considered, along with why you decided on the adjustment that you just shared, can also help build both trust and buy-in.*	**Purpose:** Sharing your takeaways with staff lets them know where you stand and how you are approaching this data. Sharing decisions about course-corrections helps ensure that everyone understands if and how things will change. **Impact:** When people can understand how and why a decision was made, it's easier for them to support it even if they don't fully agree with it. **Timing Consideration:** You may also consider sharing this information first, before the team engages in Data Reflection #1. • *Reasons for doing Data Reflection first*: Allows the team to come to the data with fresh eyes, giving them agency or ownership in identifying needs, and opens up the possibility that they may see things that you didn't. • *Reasons for sharing your school- or leader-level course-corrections first*: If there is a very clear and glaring takeaway that you have already decided to address as a school- or leader-level course correction, sharing this first can help prevent the team from getting stuck on that during their Data Reflection.

Data Reflection #2: Lag Indicators (30-60 min)	**Framing (5-10 min)**: Now we will focus on a broader look at our data: • Explore the "lag" indicators that show how students did on the latest round of summative assessments. • Try to identify school-level patterns, observations, or next steps. **Reflection Questions:** 1. Where did students perform particularly well? Where are we seeing students struggle? 2. Are there particular groups of students (MLL, IEP, FRP, race/ethnicities) who are overperforming? 3. Are there groups who are underperforming and may need more support? Are there any places in which these students are doing better than in others? What might be contributing to their success there?	**Purpose**: Checking in on "lag" indicators (in this case, student results on summative or end of term assessments) helps give the team a sense of how students are progressing to end of year targets. **Impact:** Whereas lead measures give indications of the process of improvement and fidelity of implementation, lag measures tell us how students have performed at the end of the year or at the end of a term. They measure how effectively students learned the content or skills presented; they also give an indication of whether students are on track to meet end of year targets. If students are not on track to meet these targets, this this lag measure reflection provides the team with an opportunity to adjust the improvement approach or to reallocate resources to better support any key groups of students who may need this.
Data Reflection #3 (30-60 min)	**[Optional]** Insert additional rows here for additional rounds of data reflection, as needed or desired. (E.g., to focus on a specific topic, or to focus on non-academic data trends) • Specify a particular focus (theme or question) for each round. • Present a clear data set or, preferably, data visualization for each • Provide time for reflection • Provide a forum for sharing ideas/observations/insights	**Considerations:** If you're opting for a third round of data reflection, consider slimming down the focus of all three rounds of reflection. E.g., consider three half-hour rounds of analysis, to avoid cognitive fatigue.
Planning for next steps	**If next steps for acting on proposed changes are clear and obvious, make note of them now.** **If school-level changes have been suggested and have broad support:** Consider convening another meeting or working group to create an action plan for this – *if the team has capacity.* **If subject- or team-level changes are necessary:** Ask subject- or grade-level teams (or team leaders) to	**Purpose:** Capture information about next steps now, while the information is fresh and you can still follow up with the team to fill in gaps as needed. **Impact:** Leaving this Data Day with clear next steps delineated can help confirm the team's sense that the day's activities and reflections were purposeful, and that they will inform meaningful changes as needed.

	collaborate on a plan for addressing these changes. Provide leader partnership and/or support as needed. This planning could take place in the afternoon session below, if this is happening; or it could take place at an upcoming team meeting. **Reflection Questions for Participants:** 1. What are 1-2 things we can do *as a school* to improve outcomes for students next term? 2. What are 1-2 things *your team (grade or subject team)* can do to improve outcomes for students? 3. What are 1-2 things *you* can do? Identify at least one thing you commit to doing. 4. *What supports do you and/or your team need* in order to better support your students?	It can also reinforce a valuable sense that they are crucial thought partners (and not simply actors) in the work of school improvement.
Close Out	**Participant Survey:** Collect responses from participants on key reflection questions. *Make sure to collect their input on the question about what supports they or their teams need in order to better support their students.*	

1.2 Whole School Data Day: Considerations for leaders

The following approaches or mindsets are key to creating a healthy approach to data analysis during this whole-school event and to cultivating a strong culture of data use on your team.

- **Intentionality and Clarity:** When people can see clear and compelling reasons for what they are doing, they can be more fully present, engaged, and open to learning. More importantly, this also helps the work to feel authentic and meaningful. When activities seem random, haphazard, or not well planned, people can feel that their time is not respected and that they are being asked to jump through hoops. This, in turn, often leads to disengagement and even divestment.

- **Balanced focus on successes and priorities:** Some people tend to jump immediately to the negatives: struggles, priorities, even perceived failures. This can lead to discouragement (which interferes with people's ability to confront priorities) and to shame and blame (which impedes their ability to learn). Others tend to focus on the positive – successes, strengths, reasons for optimism – and to avoid confronting priorities or areas of concern. In the long run, though, avoiding an acknowledgement of struggles or priorities means that they don't get addressed. Deliberately identifying both successes/assets AND priorities/concerns gives the team reasons to be proud of the work that they have done and to believe that they can use their strengths to successfully solve problems and address the priorities they face.

- **Transparency:** Being forthcoming and transparent about the leadership team's reflections on the data, on the school's strengths and priorities, and on any decisions made about how to adjust the approach moving forward are key to helping the team understand and support these shifts. This level of transparency helps establish credibility and build trust between teachers and leaders. It also contributes to a feeling of partnership between leaders and school staff: transparently sharing observations, insights, decisions, and rationale is a way of showing deep respect for teachers and staff as crucial partners in the work of school improvement.

- **Shared ownership:** When leaders acknowledge and take responsibility for systems-level priorities, this can help cultivate a sense that "we are all in this together." Knowing that their leaders are also reflecting on their leadership and taking steps to strengthen performance at the highest levels makes it much easier for teachers and other staff to turn around and engage in these reflections within their own spheres of influence (e.g., their classrooms).

- **Leadership:** Finally, leaders play a pivotal role in setting the tone for staff culture and mindsets through their words and, more importantly, through their behavior. Modeling each of these characteristics (intentionality and clarity, a balanced focus on successes and priorities, transparency, and shared ownership) is key to cultivating a community of educators who also embody these characteristics in their work with you, with each other, and with their students.

One final guideline to keep in mind is to **praise publicly and give supportive feedback privately.** Where individuals or teams are seeing particular success, recognizing that publicly can give the whole school a chance to celebrate that success. Where individuals or teams are struggling, avoid calling attention to this publicly; broach those conversations in private so that those individuals don't feel singled out or blamed, but rather feel supported and open to accepting help.

1.2 Whole School Data Day: Participant Packet

Date:
Presenter:
Objectives:

- Re-ground in our mission as a school and the purpose of looking at data.
- Analyze our data from the first semester (or quarter or term).
- Reflect on what we need to do to ensure a strong finish to the year.

Opening Reflection

1. What is one success you observed (in yourself, a teammate, a team, a student, or a class) over the last term?

2. What is one thing you're looking forward to in the coming term?

Framing for the Day

Why are we here? *What is our purpose as a school?*	<insert School Mission/Vision here – or ask participants to put this in their own words as part of a reflection activity>
Why do we look at data? What can we learn from it?	
How does looking at data help us in our purpose or mission?	

Two Kinds of Data

Type of Data	***What we can do with it***
"Lead" Indicators These indicators help us know *how we are doing right now*. They are available before the final product or final assessment; they "lead" up to the final assessment.	We can use lead indicators to figure out whether we're on track to meet our goals; they can help us decide if we need to change our approach. • If we're seeing success in a particular area, we can try to expand on that success • If we're seeing challenges, we can try to respond to and address those challenges early, while there's still time to affect the final results.
"Lag" Indicators These help us know *how we did.* They "lag" behind the final product or assessment.	By the time we get "lag" indicators, we already have the final results, so it's too late to change those. But lag indicators can tell us how well our approach worked during this cycle, so that we can refine or adjust it in the next unit, term, or cycle.

Data Reflection #1: School-Level Lead Indicators

Aim: Focus on the "lead" indicators that show how we're doing on our major priorities, and try to identify school-level patterns, observations, or next steps.

Data Presentation: <Insert data or link to data here>

Reflection Questions:

1. Based on this data as well as any observational data from the last term, what are our current successes/strengths/assets? What have we as a team done (or not done) that contributed to these?

2. What are our current priorities/areas of concern? What have we as a team done (or not done) that contributed to these?

Data Reflection #2: Lag Indicators

Aim: Explore the “lag” indicators that show how students did on the latest round of assessments, and try to identify school-level patterns, observations, or next steps.

Data Presentation: < Insert data or link to data here >

Reflection Questions:

1. Where did students perform particularly well?

2. Where are we seeing students struggle?

3. Are there particular groups of students (e.g., multilingual learners, students with IEPs, students qualifying for free or reduced-price meals, students from particular racial or ethnic groups, etc.) who are overperforming?

4. Are there groups who are “underperforming” and may need more support?

    a. For groups who are “underperforming,” are there any places where these students are doing significantly better? What might be contributing to their success there?

Planning for Next Steps

Aim: Use our reflections on our “lead” and “lag” indicators to identify steps we can take now to improve our approach and strengthen our impact on students’ experiences and performance.

Reflection Questions:

1. What are 1-2 things we can do as a school to improve outcomes for students next term?

2. What are 1-2 things your team (grade or subject team) can do to improve outcomes for students next term?

3. What are 1-2 things you can do to improve outcomes for your students next term? Identify at least one thing that you will commit to doing.

4. What support do you or your team need in order to better support your students?

1.2 Whole School Data Day: Team-Level Reflections and Planning (Optional Session)

***Note**: The agenda below is just one way of framing a team-level reflection and planning session (these teams could be existing Professional Learning Communities or PLCs, if these are already in place at your school). This plan relies on teachers having access to student work from the last assessment – e.g., work shown on the assessment itself or on collected scratch paper. Team Leads may also create their own plans to use this team time to focus on the most urgent needs the team is facing at the moment.*

Topic	Description, Activities
Data Review and Reflection **(30 min)**	Look for patterns at section/classroom-level and even student-level. Each teacher should look at their own data to find patterns there. (Avoid publicly singling out individuals who are struggling; a coach or instructional lead may choose to assist these individuals 1:1 during this time).
Identify and analyze focus standards **(30-45 min)**	Based on the results from their own students, teachers should identify standards or skills that students are continuing to struggle with or haven't yet grasped completely. For each identified focus standard, teachers should: • Complete a "know/show" chart (e.g., list out what students need to know and need to be able to do/show in order to master that standard or skill • Find aligned problems from the latest assessment(s) and complete those, making note of the elements of the task that may have confused or been challenging for students • Examine student work on these problems to see where students struggled. Try to identify patterns in what students have not yet demonstrated that they know and/or can do.
Planning for upcoming term **(1.5-3 hours)**	Based on the focus standards analysis and reflection on student work, identify opportunities in the coming term for students to get additional instruction and/or practice with the skills they haven't yet mastered. Identify the days on which these additional instructional activities will be given.

1.3 End of Year Leadership Data Reflection: Annotated Agenda

Meeting Length: 75-90 min

Meeting Information

Meeting Prep:

- Gather (and share before meeting, if desired) most recent data (both assessment and non-assessment).
- Make sure data can be disaggregated for different student groups (or include disaggregated data sets/visualizations)
- Gather Interim Targets for year and Prior Year Targets (and current year results - as possible)

Pre-work, if desired: Review current data, identify 3-5 key takeaways.

Outcomes/Deliverables:

- Draft list of possible Student Performance Priorities (to share with staff/stakeholders)
- Topic or aim for visualizations/data sets needed to share with teachers/staff

Resource: Meeting Slide Deck

Topic	Description	Purpose and Impact
Welcome and Framing **(10-15 min)**	• **Anchor** the team in your school's mission/vision: *what is our wish/aim for our students?* • Review **Objectives and/or Outcomes** for this meeting. • **Review the purpose** of looking at data: *What do data reflections do for us? Data allows us to understand how we're doing – whether implementation is going as planned, whether our approach is impacting student performance, where our bright spots are, where we need more focus or support. A clear data picture allows us to intervene as needed in order to respond to new obstacles or lessons learned.* • **Focus on current task**: *What is our focus now? Our emphasis is on support and intervention, rather than on accountability or "gotchas".* • **Strengths and Priorities:** Highlight the importance of identifying **both** areas of relative strength and priorities we want to address.	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** Beginning the meeting with a reminder of the team's mission/vision can help them stay focused on what is most important, rather than getting lost in the details. This can also serve as a touchstone throughout the meeting: *how does this impact our mission?*
Assess performance relative to expectations (if possible)	**Questions for reflection** • Are there extenuating factors that impacted our ability to meet our goals/targets? • Did we meet or exceed our goals? If not, how close did we come to meeting them?	**Purpose:** This assessment helps the team to understand how they have progressed in the current year, how their improvement efforts impacted students, and whether the current year strategies had the intended effect on student outcomes.

and/or to Interim Targets **(10 min)**	● Did the strategies/interventions we used have the effect we wanted?	**Impact:** It is crucial to consider any extenuating factors impacting student performance, so that the team can have faith in the utility of that data. (If we ignore the context of the data, it can be tempting to dismiss that data–e.g., as unhelpful or not representative of the true efforts and successes of the team.) This helps identify the magnitude of progress made *and/or* the magnitude of priorities that need to be addressed in the upcoming plan.
Brainstorm: Other takeaways from the data **(15 min)**	I. **Look for patterns/trends** by school-level, grade-level, classroom, subject, disaggregated groups (MLL, IEP/SWD, FRL, race/ethnicity, others as relevant) II. **Identify assets and challenges**: ○ Identify assets/areas of strength -- *Important to identify these so that you can build on them and/or use them to help you address priorities.* ○ Identify challenges (e.g., disparities in student performance across student groups, classes, grade levels, or subjects; student performance relative to grade-level expectations; where are we furthest from meeting Interim Targets; etc.) – *without speculating about reasons or assigning blame* III. **Name the impact** of each asset or challenge.	**Purpose:** Since each team member has their own perspective or set of expertise (and may therefore see slightly different things in the data), the collective brainstorming approach combines these perspectives (and the capacity) of the full group to identify patterns and trends in the data. **Impact:** Identifying assets in addition to priorities can help the group understand where they may be able to build on areas of strength, or use one of the strengths to address a priority. Observing patterns/trends without assigning blame helps to create a safe space for team members to be honest about what they're seeing. Naming the impact of assets and priorities can help the team to determine what is most pressing to address immediately, or which strengths it is important to continue developing.
Discuss priorities **(20 min)**	In determining which challenges to prioritize in the coming year, make note of the following conditions or considerations. (You may also want to "code" your list of priorities based on these considerations.) 1. Are there any challenges (existing or emerging) that are *actively getting in the way of other school systems/practices?* E.g., significant behavioral concerns that are disrupting the learning environment and causing or exacerbating issues in other areas. 2. Where can we leverage one of our strengths to	**Purpose:** Challenges are also not all created equal, and taking the time to think through this list of considerations can help clarify which priorities are most important for the school to address *first.* These will ultimately become your Student Performance Priorities. **Impact:** Taking the time to discuss the identified challenges after brainstorming them allows the group to learn from each other and develop their thinking—our first

	help us meet this challenge? 3. Which challenges are a light lift and which are a heavy lift? (I.e., which can be addressed fairly simply and quickly, and which require more time, resources, investment, etc. to address?) 4. Which challenges are most urgent (i.e., which should be addressed in the next improvement cycle)? 5. Which challenges should be addressed directly (vs. which may improve automatically if others are addressed)?	impressions can change drastically upon consideration.
Identify potential SPPs. **(15 min)**	Identify 1-3 areas of student performance that you'd like to focus on improving in the next improvement plan. Consider the following elements to focus your priorities: ● Which grade-levels, subject, or student-groups are targeted for improvement? ● Is academic performance or culture (e.g., behavior issues, student engagement) a more pressing issue at this time? ● Will you focus on achievement (raw scores relative to a set target) or growth (rate of improvement)?	**Purpose:** Student Performance Priorities will drive the rest of the UIP. **Impact:** Being clear about what the upcoming plan will address will focus the rest of the planning process and provide a touchstone for decisions about how to allocate resources and efforts in the coming year. A focused set of priorities also allows the team to use a few key data points as “bellwethers” for their progress in the coming year.
Close Out **(5 min)**	Recap: ● Decision points from the meeting ● Any action steps identified during the meeting, who is responsible, and due date ● Next leadership meeting date and focus (and any pre-work)	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to “stamp” this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

Next Steps: *(These may occur during or after the leadership meeting).*

1. Determine how to share information with staff:
    - If there are identified course corrections at the leadership or school level (i.e., initiatives that everyone will need to help implement), which data/evidence shows that this was a need? How can you present that evidence clearly/concisely, so that your team can SEE the need?
2. **Guidance**: “Goldilocks principle” -- don't overwhelm people with more information than they can sort through in the given amount of time (especially given their relative level of data literacy), but also don't give them so little that they can't do any investigations at all.
3. Consider also reaching out to additional stakeholders at this point (e.g., parents) as appropriate to get input on these proposed priorities.

Directions for UIP Writers

Update your list of data takeaways. If desired, begin to craft the data analysis narrative for the UIP. You may need to wait for Student Performance Priorities to be solidified before fully drafting this section (as your UIP data analysis should make clear how Student Performance Priorities were identified based on the data analysis), but if there are clear high-level takeaways from the data, you can draft those now. These will eventually go in the Student Performance Priorities and "Evidence and Rationale" sections of the UIP.

2.1 Leadership Priority Setting Meeting: Annotated Agenda

Meeting Length: 2 hours (May be broken into two 60-minute meetings.)

Meeting Information

Meeting Prep: Gather takeaways from MOY and EOY data meetings, as well as input from staff during Data Day, if applicable.

Participant Pre-work: Review proposed priorities (from EOY Leadership Data Meeting) and come ready to approve or discuss.

Outcomes/Deliverables:
- Finalized Student Performance Priorities, Improvement Targets, and Interim Targets (note that Improvement Targets and Interim Targets could come later if needed)
- Draft list of possible Root Causes for each Student Performance Priority
  - Plan for getting additional feedback/input on these Root Causes.

Topic	Description	Purpose and Impact
Welcome and Framing **(10 min)**	• **Anchor** the team in your school's mission/vision: *what is our mission or our wish/aim for our students?* • **Review the purpose** of priority setting: *There will always be more projects or more priorities than there is time to address them. Focused school improvement efforts that meaningfully shift systems and practices, and that have positive impacts on student performance, require careful prioritization. Getting very clear about what your priorities are focuses your strategy selection and helps to keep you focused on what is most important in the year ahead (especially if you have to make hard decisions about saying "no" to other ideas throughout the year).* • **Focus on current task**: *Our task is to identify the priorities that we're going to focus on addressing in the coming year. These are not the "business as usual" things we always do to make the school run–they are the things we're focused on changing, shifting, or improving in the year to come.*	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** Beginning the meeting with a reminder of the team's mission/vision can help them stay focused on what is most important, rather than getting lost in the details. This can also serve as a touchstone throughout the meeting: *how does this impact our mission?*
Review of Work Done **(5 min)**	• Initial Priorities identified during EOY Leadership Data Meeting • Input from Teachers (e.g., from Data Day or other source), other stakeholders	**Impact:** A quick review of work done or progress already made helps ensure everyone is on the same page—either reminded of the work they already participated in or caught up on work they weren't around for. This will limit the need to go back and re-hash this background info during the meeting and help keep the focus on the immediate task.

Discuss and Finalize Student Performance Priorities (SPPs) **(25 min)**	**Finalize the list of SPPs.** Aim for 2-3. Too many will split focus and efficacy. ● Consider running through the list of potential SPPs one at a time and opening the floor for team members to either speak in favor of an SPP or voice concerns about prioritizing that performance area. Discuss as needed until the team settles on a set of performance priorities for the coming year.	**Purpose:** Determine what specific areas of student performance you'll focus on improving with the upcoming plan. **Impact:** Especially in education, it is tempting to try to do everything well all at once – but this often means that not everything will get done, and the quality of work may suffer because you're trying to do too much. Improvement efforts are most effective when they are focused on a few specific areas of performance. Being very clear about exactly what you are focused on improving helps you to make decisions about how to allocate resources, attention, and capacity. Note that it can be important to acknowledge, both for yourself and for your team, that a focus on one priority doesn't mean the others aren't important or don't need attention. It simply means that you are clear about what gets your attention *first.*
Consider possible root causes **(15 min)** *See note in Annotations column re: sequencing of next two topics.*	**For each priority, list potential root causes.** ● Consider the impact (or lack of impact) of prior year strategies. (If performance on SPPs is not changing, strategies may not be working. This could be a progress monitoring/ implementation issue, or it could be the wrong strategy to target the Root Cause, or the Root Cause itself could be wrong --- i.e., you could be wrong about what's driving the priority.) ● Input from Teachers (e.g., from Data Day) ● Brainstorm additional systems-level root causes ● Determine which additional stakeholders need to be approached/invited to give input (e.g., teacher leaders, parents of students, particular teaching teams if their students are named in the SPP, staff providing key services, etc.) **Root Causes:** ● Should be under control of school ● Think about where practices/systems are absent, broken/malfunctioning, or getting in the way. ● Should be able to be addressed (significantly, if not completely) in a single plan year. ○ Narrow the scope of Root Causes as needed.	**Purpose:** Identify which factors that are within your locus of control are fueling these priorities. **Impact:** Knowing what is at the root of challenges is key to understanding how to address them. This is also why it is important to identify Root Causes that are in the locus of control of the school; by definition, you can't control factors outside of this locus. While identified priorities will almost always be influenced by things beyond your control, focusing your attention on what you can control (e.g., how you respond to external factors) will help empower your team with a sense of agency and give a strong direction to the rest of your improvement planning efforts. ***Note:*** *If planning a single 2-hour meeting, you may choose to consider root causes after setting improvement targets (see next row). If you are planning two 60-min meetings, then the existing sequence will make it easier to split this agenda in half.*

Set Improvement Targets for next two years **(30 min)** *See Note above regarding order of Root Cause and Improvement Targets topics in this meeting.*	**Set Improvement Targets.** Considering your Current State, ● set "ambitious but attainable" Improvement Targets for the next two years. ● determine which assessments or data sources will be used to track student progress towards these targets. ● if possible, name what level of performance at key points during the year will indicate students are tracking towards meeting targets. (These will be your Interim Targets) **UIP Writers capture this information in the UIP or planning document:** ● Student Performance Priorities ● Improvement Targets ● Interim Targets	**Purpose:** Determine how much/how fast you intend to improve on the identified performance priorities. **Impact:** Setting clear Improvement Targets helps you to define the scope or magnitude of the work you'll do in the upcoming plan. This scope and magnitude can help inform the strategies you will select later – e.g., if you are attempting to bump up performance in an area where you are already close to meeting expectations, you may select strategies that are narrow and focused on a particular group of learners. If you're attempting a significant shift in performance across the board, you may need a more extensive or system-level strategy to reach that goal. Finally, making these targets "ambitious but attainable" is key to hitting the right level of urgency in improvement efforts; targets that are set too low can cultivate a sense of complacency, but targets that are set too high can feel unreachable (and therefore discouraging).
Close Out **(5 min)**	**Recap**: ● Decision points from the meeting ● Any action steps identified during the meeting, and who is responsible ● Next leadership meeting date and focus (and any pre-work)	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

Note: If splitting this meeting into two 60-min sessions, consider the following breakdown of topics:

1. **Priorities and Root Causes**
    - Discuss and Finalize Student Performance Priorities (25 min)
    - Consider possible root causes (15 min)
2. **Annual and Interim Targets**
    - Continue consideration of possible root causes, if needed. (10 min)
    - Set Improvement Targets for next two years (30 min)
        - Annual Targets
        - Interim Targets (*time permitting*)

Each session should begin with Framing and end with Close Out and noting of next steps.

Directions for UIP Writers

Capture Student Performance Priorities, Improvement Targets (both annual and interim), and SPP Evidence and Reasoning in UIP or planning document. Use notes on data reflections from earlier in the process to inform the Evidence and Reasoning section contents.

3.1 Leadership Root Cause and Strategizing Meeting: Annotated Agenda

Meeting Length: 90 min

Meeting Information

Meeting Prep: Gather any input collected on initial list of potential Root Causes during Phase 2.

Participant Pre-work: If desired, the meeting itself may be shortened by making input from stakeholders available – either in raw form or in aggregate/summary form – to leadership team(s) ahead of time. If provided, participants should review this input and come ready to discuss (time needed will depend on quantity and format of input). *Optional:* Have participants familiarize themselves with Colorado's Four Domains for Rapid School Improvement and rubric (note that the linked rubric has been created by the Office of Intensive Supports and focuses on improvement considerations for schools that are advancing on the state's Accountability Clock).

Outcomes/Deliverables:

- Finalized List of Root Causes
- List of potential Major Improvement Strategies (to share with stakeholders)

Topic	Description	Purpose and Impact
Welcome, Framing **(10 min)**	**Focus for today:** Review key planning components already established, review input and brainstorming on possible Root Causes in order to select Root Causes for UIP, and begin brainstorming possible strategies to address those Root Causes. Review **Objectives and/or Outcomes** for this meeting.	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** A clear statement of the meeting's focus and objectives can help the group stay focused and use the allotted time meaningfully.
Review of work done **(5 min)**	● Review finalized Student Performance Priorities, Improvement Targets, and Interim Targets. ● Review initial Root Cause brainstorm	**Impact:** A quick review of work done or progress already made helps ensure everyone is on the same page—either reminded of the work they already participated in or caught up on work they weren't around for. This will limit the need to go back and re-hash this background info during the meeting and help keep the focus on the immediate task.
Review input gathered **(10-15 min)**	● Share input gathered ● Give time to read/review *Process note: Designate someone to take notes on this conversation – especially rationale for input taken vs. input not taken.* *Facilitation note: It may be helpful to note that considering it does not necessarily imply taking it. All feedback should be considered; the feedback that is actually implemented will be that which is capable of meaningfully driving improvements to the plan. For*	**Purpose:** Ensure you are considering all of the feedback and input you have collected. **Impact:** Not only will stakeholder feedback and input strengthen your decision-making process, but it is also a crucial component in cultivating stakeholder buy-in. If teachers, staff, parents, and other stakeholders know that their input is valued and has an impact on the direction of the plan, they're more likely to invest time and energy into supporting its implementation —

	feedback not taken, keep notes on the rationale for not implementing that feedback so that this can be shared with stakeholders to close the feedback loop.	even if the final product isn't exactly what they would have chosen.
Discuss and finalize likely Root Causes **(20 min)**	**Eliminate (or reframe) any Root Causes not in the control of the school.** (E.g., "COVID" is not under control. How we respond to it, on the other hand, is.) **Consider the Four Domains for Rapid School Improvement:** Are there applicable root causes in Leadership? Instruction? Talent Development? Culture & Climate? ● *Option: Use Four Domains rubric to self-assess.* This rubric draws from the Four Domains for Rapid School Improvement from WestEd and has been adapted into the Colorado Four Domains for Rapid School Improvement. It specifically notes the improvement considerations for schools advancing on the state's Accountability Clock. **Questions for consideration:** ● Are there any Root Causes that should be eliminated based on input gathered? ● Are there any Root Causes that should be "promoted" up the list based on input? ● Are there any Root Causes that are likely to improve automatically if other root cases are addressed first? Or any that are likely to resolve other Root Causes if they are addressed? **Draft list of most likely FOCUS Root Causes** ● Try to focus on just 1-2 Root Causes per SPP. (List only those that will be targeted for improvement) ● A single root cause *can* be used for multiple SPPs, if this is most appropriate.	**Purpose:** Identify which factors that are within your locus of control (Root Causes) are fueling your identified Student Performance Priorities. **Impact:** Knowing what is at the root of challenges is key to understanding how to address them. This is also why it is important to identify Root Causes that are in the locus of control of the school; by definition, you can't control factors outside of this locus. While identified priorities will almost always be influenced by things beyond your control, focusing your attention on what you can control (e.g., how you respond to external factors) will help empower your team with a sense of agency and give a strong direction to the rest of your improvement planning efforts.
Brainstorm list of potential Major Improvement Strategies **(25 min)**	**Brainstorming** ● List ANY idea/strategy that might address the identified Root Causes and improve performance in the identified priority areas **Potential sources:** ● CDE Strategy Guides: These guides have been developed by CDE to synthesize the research on key evidence-based school improvement strategies. ● What Works Clearinghouse	**Purpose:** Compile a robust list of potential options so that you can do targeted research and input-gathering before making a final decision. **Impact:** Keeping a very open mind at this point and entertaining all ideas for how to respond to identified Root Causes allows you to compile an expansive list of possibilities and helps you avoid getting stuck in old or habitual ways of thinking. The strategy that turns out to be right

		for your students, your team, and your community may surprise you; the opportunity to brainstorm freely is crucial to staying open to those new and creative ways of approaching priorities.
Narrow list **(10 min)**	● Discuss options. Eliminate those that are not a good fit for the school or that leadership is unwilling/unable to fully support. ● Finalize a list of potential strategies to share with stakeholders	**Purpose:** Create a slightly "curated" list of options to share with stakeholders. **Impact:** Too many options can be overwhelming. Avoid presenting stakeholders with any options you know you are not willing or able to implement; this just creates the opportunity for them to invest energy and emotions in something that won't happen.
Close Out **(5 min)**	Recap: ● Decision points from the meeting ● Any action steps identified during the meeting, and who is responsible ● Next leadership meeting date and focus (and any pre-work)	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

Next Steps:

Communication to teachers/staff and/or other stakeholders (by email, meeting, or other communication). Update stakeholders on the planning progress. Include a statement of input received and what was done with it. Let stakeholders know about upcoming opportunities to provide input on the next stages of the planning process.

Impact: It is *crucial* to "close the feedback loop"—i.e., to share information about input previously gathered and how it has informed the current plan. Stakeholders' willingness to continue to provide input and to feel a sense of ownership in the plan is contingent on knowing that their input has been heard and carefully considered. Even when suggestions are not ultimately taken, having those suggestions acknowledged and being given a rationale for why they were not taken is a powerful way to show how valued those contributions are.

Directions for UIP Writers

Capture the identified root cause(s) for each Student Performance Priority in the UIP or preferred planning template. Parameters:

- Each SPP should have at least one root cause identified.
- Different SPPs may have the same root cause.
- Root Causes must be factors under control of school.
- Root Causes should be able to be addressed (significantly, if not completely) in a single plan year. Narrow the scope of root causes as needed.

3.2 Focus Group on Strategy Options: Annotated Agenda

Meeting Length: 75-90 minutes

Meeting Information

Meeting Prep: Create slides or other visualizations to share with stakeholders. Bring posters and/or sticky notes if using a "Gallery Walk" activity during the meeting. Consider providing snacks to encourage families to attend.

Participant Pre-work: *None*

Outcome/Deliverables:

- Stakeholder input on Major Improvement Strategy options.

Topic	Description	Purpose and Impact
Welcome and Framing **(10-15 min)**	Purpose of Focus Group: share current state of planning and thoughts about strategies for next year. Framing: ● SPPs and Root Causes identified: Priorities we're trying to address and what we think are driving those priorities ● List of strategy options generated ● Thoughts on current list? Ideas for alternatives we should consider?	**Purpose:** Clearly lay out the focus and intention of the current meeting so all participants know what is expected, desired, or particularly helpful. **Impact:** Especially with a new group that hasn't been involved in the planning process thus far, a strong framing to outline what has been done so far, what is being asked of them in the current meeting, and what the "guardrails" or "sandbox" is will help ensure that you end up with useful input to inform or guide further decision-making. (If you don't carefully frame the session, this could open the floor to stakeholders who have grievances to share that are not relevant to the planning process or that highlight problems not in the control of the school.)
Information Sharing **(10-15 min)**	● Give a quick overview of progress in the planning process already. ● Present the brainstormed list of strategy options. ● Give opportunities to ask clarifying questions and learn more about strategies to make sure everyone has baseline on each strategy	**Purpose:** Let stakeholders know what work has already been done and how the school is approaching its planning process. Begin by making sure everyone fully understands the strategies on the table. **Impact:** Transparency is key to encouraging and cultivating authentic stakeholder engagement. People are much more inclined to share their thoughts honestly when they are welcomed into the planning process as partners.
Input Gathering **(10-15 min)**	**Gallery Walk** (recommended activity) -- poster for each strategy ● name strengths/advantages, disadvantages, ● Implications of different strategies ● questions, or concerns about the strategies.	**Purpose:** *After* everyone has a good grasp of the options, begin discussing or collecting input on them. **Impact:** Jumping straight to discussion can lead to confusion and miscommunication, as participants may be working from different assumptions about each of the options. Starting with curiosity and questions to build a strong shared understanding and *then* starting to discuss pros/cons, support/concerns, etc.

	• Review others' ideas	will lead to a much more thoughtful reflection and more useful input.
Discussion **(30 min)**	Based on gallery walk -- discuss the different options. • Any with particularly strong/broad support? • Any that people are opposed to? (I.e., believe are not the right fit, won't support)	**Purpose:** Give participants an opportunity to hear from one another and see how/if their ideas change or develop through that process. **Impact:** It's possible that, in the process of reflecting and discussing, a consensus will emerge from the group. This can be a tremendous benefit that helps you to understand not just what different perspectives are at play but how much support a given perspective has. (It can be helpful in avoiding the "squeaky wheel gets the grease" dynamic—when those who speak up have an outsized impact on the results, simply because they shared their thoughts.)
Survey **(10 min)**	*(Google Form, paper, email, etc.)* You may consider asking participants to rank their choices (e.g., from top choice to veto/do not support) or to code each possibility (from "strongly support" to "strongly opposed"). It's also very important to include some opportunity for free-form narrative responses.	**Purpose:** Give participants an opportunity to share their final thoughts, after the discussion and reflection during the session. **Impact:** This is another way to avoid "group think" or the appearance of consensus. Depending on the personalities in the room, some people may not feel comfortable offering dissenting opinions during the focus group. Giving them the opportunity to share their thoughts directly with you helps ensure you understand all the thinking at play. *Setting aside time for this feedback at the end of the session increases the odds that you'll get responses.*
Close Out **(5 min)**	• Thank participants for their time and partnership. • Recap what you heard during this conversation. • Let participants know what will be done with their input. • Let participants know about the next opportunity to give input (and how to be notified of this).	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

3.3 Leadership Strategy Meeting: Annotated Agenda

Meeting Length: 90-120 minutes

Meeting Information

Meeting Prep: Send input gathered to all participants; this may mean summarizing the input from focus groups, surveys, etc.

Participant Pre-work: Review the Major Improvement Strategy options and input gathered. List takeaways (e.g., themes in the input, most promising strategies, strategies that should not be advanced).

Outcomes/Deliverables:

- Finalized list of Major Improvement Strategies that are focused, clearly defined, and ready to be included in the UIP.

Topic	Description	Purpose and Impact
Welcome and Framing **(5-10 min)**	**Aim of meeting**: finalize likely Major Improvement Strategies for the coming year. Review **Objectives and/or Outcomes** for this meeting.	**Purpose:** Set the intention for the meeting so that everyone understands clearly why they are meeting and what they aim to accomplish. **Impact:** A clear statement of the meeting's focus and objectives can help the group stay focused and use the allotted time meaningfully.
Review of work done so far **(5 min)**	Review/summarize: ● Strategy Options on the table ● Research on strategies conducted - maybe key takeaways ● Sources of input gathered (and reviewed as pre-work); stakeholder groups represented in input	**Impact:** A quick review of work done or progress already made helps ensure everyone is on the same page—either reminded of the work they already participated in or caught up on work they weren't around for. This will limit the need to go back and re-hash this background info during the meeting and help keep the focus on the immediate task.
Takeaway from research and input **(10 min)**	List major takeaways from the research and input gathered for each strategy. ● Participants should use their pre-work to make this list. ● Note any areas where there are significant outstanding questions -- i.e., further research is needed before making a decision. *(If this is the case, leaders may consider another round of stakeholder input OR research before finalizing.)*	**Purpose:** Use a list of takeaways to summarize the findings from research and input gathered to inform strategy selection. **Impact:** Making note of high level takeaways is a good way to get ideas flowing and to make sure everyone has "the lay of the land" (a broad overview). Getting these takeaways from every member of the group also helps ensure a range of perspectives are represented.
Discuss strategies **(25-30 min)**	Discuss strategies: ● Eliminate those strongly opposed by leader, teacher/staff, families, or local board (as appropriate). Consider whether	**Purpose:** Engage in a deliberate process to explore and consider all viable options, drawing on the strengths and perspectives of each member of the leadership team to inform the final decision.

<table>
<tr><td></td><td>to eliminate those without support (not actively opposed, but not yet supportive)
Consider/weigh these different factors:
Scale of change needed (vs. current state)
Existing systems or capacity/expertise
Resources needed
Professional development needed
Level of investment by teachers/staff and families
Alignment with existing school mission, values, etc.
Likelihood of impacting SPPs</td><td>Impact: The selection of strategies is one of the most impactful elements of the planning process, as these will determine the nature of the rest of the improvement plan and guide the activities and decision-making in the coming year. While you may already have a very well-developed idea for which strategies are needed, and it may be tempting to skip straight to planning, taking the time to deliberate carefully will help the whole team feel confident and invested in the final strategy selections.</td></tr>
<tr><td>Decide Major Improvement Strategies

(20-30 min)</td><td>Narrow down to 2-5 (2-3 recommended) strategies that the school will commit to pursuing next year.
Ensure there will be adequate capacity to implement all strategies selected.
Each SPP must be addressed by at least one strategy. A single strategy can address more than one Root Cause (and more than one SPP)!
Strategies selected should be a “good contextual fit” for the school. (Make note of this as it will go in the UIP.
Note: It is recommended that you capture the rationale for each strategy here, as this will factor into your “Contextual Fit” section of the Major Improvement Strategies in the UIP. This rationale can also inform your communications to the school team and broader group of stakeholders – especially if you anticipate push-back or trepidation.</td><td>Purpose: Decide which strategies will get additional attention, focus, and resources in the coming year. These strategies name the elements, systems, or practices within the school that the team will be focused on changing (as opposed to those that will just be maintained).

Impact: As with the Student Performance Priorities earlier, explicitly naming the strategies that will get additional time and attention gives focus to the school’s efforts in the coming year. Knowing specifically which strategies are prioritized can and should inform decisions about how time, capacity, and resources are allocated during the coming year. Clear priorities also help with decisions about how to supplement efforts or adjust course during the year. Requests for additional support or funding during the year, while they may come from a place of good intentions and may support practices that are good for students, can become counterproductive if they mean that the school's prioritized objectives don’t get the time and energy they need to succeed.</td></tr>
<tr><td>Determine strategy focus

(20 min)*

(Time permitting; this could be the focus of</td><td>For each strategy, determine planning focus for upcoming year:
Audit current state vs. strategy description (at full implementation). Determine gaps, possible focus areas.
Is this strategy already in progress/partially implemented?
Are there existing systems already in place that will support this strategy?</td><td>Purpose: Determine how much (and which parts) of the strategy you’ll implement in the coming year.

Impact: Implementation Science tells us that it can take 3-5 years to implement a strategy fully and with fidelity. Trying to fully implement a brand new strategy in a single plan year increases the chances that implementation will encounter obstacles, that there will not be enough time or capacity to make the needed changes, and that the team will get discouraged. It may even lead to the strategy</td></tr>
</table>

an additional meeting.)	○ Are you starting "from square one"? ● Decide on next steps with strategy; i.e., what will be the focus of the next year of work on this strategy? What section of the strategy OR what is scope of roll-out (e.g., just a single grade?)	getting dropped entirely due to frustration, rather than its potential for impact on student outcomes. Determining the scope and scale of implementation in a given year, and situating this one plan within a three or five-year improvement arc, can help the team to make meaningful and deliberate progress each year.
Close Out **(5 min)**	Recap: ● Decision points from the meeting ● Any action steps identified during the meeting, and who is responsible ● Next leadership meeting date and focus (and any pre-work)	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

Directions for UIP Writers

Draft the Major Improvement Strategies in the UIP or planning template.

Each strategy entry in the UIP must include:

- A description of the strategy: e.g., what the strategy will look like once it has been implemented. *In this description, note the particular focus selected for the plan – i.e., what you plan to accomplish in the coming year – as well as how this fits into the overall arc of strategy implementation.*
- The evidence base establishing the effectiveness of the strategy (pull this from research done during this planning phase).

Each strategy should be "linked" to a specific root cause. Every root cause in the system should be addressed by at least one strategy. If there are root causes that are not addressed by any of the selected strategies, remove them from the UIP, but ensure there is still at least one Root Cause for each Student Performance Priority. (Keep a record of any deleted Root Causes somewhere, in case of changes to the plan in the future, but don't include them in the UIP that will be publicly posted.)

4 Action Planning

4.1 Designate Action Planning Team(s)

- Team Composition:
  - Could be one team to plan all strategies. OR separate teams/working groups -- one for each strategy.
  - Ensure that at least one person on each team is familiar with the Implementation Guide and can draw on it as needed for support during the planning process.
  - Each team should include at least one leadership representative, a teacher/staff representative, a representative from the group that will be most immediately responsible for changing practices in line with the strategy (e.g., teachers, for an instructional-focused strategy; deans, for a culture-focused strategy; etc.)
    - If a strategy is focused on Family School Community Partnerships, it should also include at least one parent/family representative.
- *Alternative for smaller teams or teams with limited capacity*: Designate a single representative to draft a plan for each strategy. This representative should be deliberate about gathering and incorporating input from various stakeholder groups or members (as described above) in the planning process.
- Have team members familiarize themselves with the strategy descriptions and research.

4.2 General Implementation Planning Workflow

The guidance below follows that given in the Implementation Guide. Planning Teams should review and use this guidance, as appropriate, to create implementation plans for each strategy. The Implementation Guide also includes a set of planning worksheets that can be used to capture and integrate these planning elements.

Consider planning a series of meetings to cover the topics below.

Topic	Key Questions

Implementation Considerations *I.e., the building blocks for the plan.*	• Who will be involved (and how)
	• What approaches/mechanisms will be used to change behavior and practices?
	  ○ Professional Development, trainings?
	  ○ Coaching to reinforce and hone practices?
	  ○ PLCs?
	• When key activities will occur during the year, how work should be paced out. *Have a calendar for the coming year on hand with significant dates (e.g., state testing, breaks, etc.) and plan around this schedule as needed.*

Progress Monitoring	• What data can you collect on implementation fidelity (whether the plan is actually being implemented as written)? This data will inform your *Implementation Milestones.* • How and when will you collect that data? • When will that data be reviewed, analyzed, and who will do this?
Change Management	• Who needs to know what and when? • What are the expectations for each of the people/groups involved in putting strategy into practice? • How can those who are actively implementing ("practitioners") share their experience and needs with you as leadership?
Action Steps: Build an action plan.	• Specify both ongoing actions (e.g., weekly meetings) and one-time actions that are key to the success of the plan (e.g., create trackers, host PD, purchase materials, etc.)

	• For each action step, identify actors/owners, timeline, and resources needed, as well as clear description of the action itself (and any deliverables needed). • Consider backwards-planning action steps from Implementation Milestones. “In order to reach this milestone by this date, what do we have to do and when before then?” Adjust plan as needed so that cadence is reasonable but will also drive meaningful change (i.e., not too fast, not too slow).

4.3 Coordinate and Synthesize Plans (If using more than one Action Team)

- During planning, make sure that all teams (or representatives of them) are meeting regularly to stay looped in on work done by all groups --- make sure emerging plans aren't mutually exclusive. Recommended rough agenda:
    - Each group reports out on progress, key dates.
    - Other group members
        - Ask clarifying questions as needed
        - Flag any potential issues or “crunch times”
        - Flag any potential opportunities for aligning pieces of the plan to avoid duplicating efforts
    - Full group determines if there are any “efficiencies” that can be added (e.g., if classroom observations are called for in multiple plans, consider condensing these into single walk-though rubrics or “look-fors”)
- Once individual plans are complete, designate just 1-2 representatives to review and synthesize all plans --- to make sure that they can all happen as planned, adjust timelines if needed to reduce duplication or avoid crunch times. *These may be the UIP Writers or other representatives.*

4.4 Leadership Plan Review (In-person or remote, synchronous or asynchronous)

- Review drafted Implementation and Action Plans.
- Note any questions, concerns, adjustments needed.
- Approve plans (or designate next steps to make any revisions needed prior to approval).

Directions for UIP Writers

Once plans are approved by leadership,

- Create **Action Plans** in online UIP or planning document**.** Each action step should include:
    - A description of the action
    - A list of responsible (or involved) individuals (note: specifying individuals by role rather than by name is generally best practice for publicly posted documents)
    - A date when the step will be completed
    - (If needed) Any resources (e.g., funding, materials) needed or assigned.
- Create Progress Monitoring plans in online UIP or planning document.
    - **Implementation Milestones**
    - Adjust **Interim Targets** if needed (e.g., to correspond to when strategies will be fully implemented, anticipated timeline for impact

5.1 State Data Reflection Meeting: Annotated Agenda

Meeting Length: Varies (see Meeting Prep notes)

Meeting Information

Meeting Prep: If an initial review of state data indicates that results are in line with local data (that drove prior phases of planning process), then this can be a shorter (30 min) meeting to verify/validate plans already created. If there are significant differences between state data and local data, this meeting may need to be longer (90 min).

Pre-work: *Review state assessment results; review SPPs and Targets.*

Outcomes/Deliverables:
- Validation of existing plan, OR
- Specific adjustments needed to current plan (Student Performance Priorities, Targets, Root Causes, Strategies, and/or Action Plans)

Topic	Description	Purpose and Impact
Welcome and Framing	Purpose of meeting: ● Use state data to validate/confirm existing plan OR to adjust as needed ● Review any new planning requirements resulting from identification(s) Review **Objectives and/or Outcomes** for this meeting.	**Purpose:** The aim in this meeting is to consider state data not as a jumping off point for planning, but to test or validate the plans that have already been created.
Validation	Reflection questions for validation discussion: ● Do Student Performance Priorities already identified show up in the state data as well? ● Are there additional priorities that did *not* show up in local data that should be targeted for improvement? ● *Note: If you opt to change, delete, or add SPPs at this point, you will need to adjust and/or confirm the rest of your plan as well (Root Causes and Major Improvement Strategies, Targets, Implementation Benchmarks).* Potential Conditions: ● State results mirror local results (direction and magnitude) ● State results are *directionally aligned* with local results (same directional information, but magnitude may differ) ● State results conflict with local results ○ (If local results are higher, consider adjusting score / growth change expectations to local assessments so that they can be more predictive of state assessment results --- and therefore more useful during year to track progress.) ● Standards measured on state assessments conflict with priority grade-level standards for instruction and local assessments.	**Purpose:** Take time to deliberate on results and carefully consider any apparent misalignment within the plan. Adjust as needed to ensure strongest possible plans for the coming year. **Impact:** A careful and structured consideration will help keep the team from over- or under-reacting to state data. This process aims at ensuring that any changes made are carefully considered. Next Steps (suggested after this agenda) aim at addressing discrepancies or conflicts between state and local data to improve the use of local data as a lead indicator for end-of-year results.

Make Changes, if needed	If changes are needed: ● **If Targets (annual or interim) are changed…** ○ Additional/downstream changes may not be needed. ● **If SPPs are changed…** ○ Do Root Causes still apply? ○ If not, identify new Root Causes. ● **If Root Causes change…** ○ Do existing strategies still address the new Root Causes? ○ If no, consider adjustments to strategies, OR new strategies. ● **If strategies are changed…** Consider going through an accelerated version of early planning process (see Phase 4 of this workbook) to adjust or replace segments of current plan.	**Purpose:** Make intentional changes to the drafted UIP, as needed, to integrate the results of state data. **Impact:** Carefully consider the downstream implications of any changes made to fundamental elements of the UIP to ensure that the plan remains cohesive.
Revisit Assurances	**Return to the Assurances needed in the school's UIP**, noting that some new Assurances may have been added as a result of a school's state or federal identification. Ensure that all Assurances can be checked off; or, if an assurance can't be checked, make a plan for addressing this assurance in the future. *Note that schools and districts are responsible for completing the activities described in all Assurances they check off and may be asked to provide documentation or artifacts of these activities during a state or federal monitoring process.*	**Purpose:** Ensure that all required assurances can be addressed. **Impact:** Returning to the list of applicable assurances now and considering any new assurances resulting from identification helps ensure the team has enough time to plan for these assurances.
Close Out	Recap: ● Decision points from the meeting ● Any action steps identified during the meeting, and who is responsible ● Next leadership meeting date and focus (and any pre-work) ● Schedule an additional, interim meeting to check back in if larger changes have been made, requiring revisions to the plan.	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

If the state results conflict with local results (Next Steps)
It is strongly recommended that you undertake a deep dive into alignment between local assessments and state assessments, as well as teachers' understanding of standards, and scope and sequence alignment to assessments.

- Can the *analysis/interpretation* of assessments (e.g., score / growth change expectation) be adjusted to achieve alignment?
- Do the local assessments assess the same standards as state assessments? At the same level of rigor?
    - Are key skills/standards tested throughout the year? (E.g., informational writing tested multiple times, not just in final term)
- Do students get multiple "at-bats" or opportunities with standards throughout the year (to minimize impact of single questions)?
- Do teachers have a clear understanding of measured standards, including what exemplary student work looks like?

5.1 State Data Reflection Meeting

As a result of this analysis, determine what steps need to be taken to increase the alignment between local assessments and state assessments and/or assessments and instruction. Increased alignment between local and state assessments will make your local assessments more reliably predictive of success on state assessments, so you can gauge more accurately during the year whether students are on track to meet Improvement Targets. Increased alignment between assessments and instruction helps ensure that what is prioritized during instruction (i.e, priority standards for instructional mapping or scope and sequence) aligns with standards measured in statewide assessments. Possible next steps include:

- Adjusting how the school interprets cut-scores on local assessment results (e.g., which levels of performance on local assessments are predictive of students' meeting expectations on state assessments?).
- Adjusting the content of the local assessment, if possible:
    - Add or remove questions so that the assessment measures the same standards that will be tested on state exams.
    - Change focus texts to ensure that students are being assessed on grade-level text complexity.
    - Adopt new local assessments that are more closely aligned with state assessments.

Directions for UIP Writers

- Add State Data takeaways to Student Performance Priorities: "Evidence and Reasoning" narrative in UIP or planning document.
- If needed,
    - Make any necessary updates to Student Performance Priorities or Root Causes in the UIP based on this leadership meeting.
    - Revise/update strategies or action plans to reflect any adjustments based on state data reflections.
- Review any program-specific requirements or assurances resulting from identification. Revise UIP to address these requirements as needed.
- **For any new requirements (e.g., those resulting from state or federal identifications),**
    - Alert leadership team(s) as needed so they are aware of these new requirements.
    - Update plan to satisfy these requirements.

5.2 State Data Stakeholder Engagement Meeting: Annotated Agenda

Meeting Length: 60-90 minutes

Purpose: Share pertinent state and/or federal identification(s) with stakeholders. Share plan for coming year, as well as opportunities for supporting the plan implementation.

Meeting Information
Meeting Prep: Synthesize or highlight plans as needed in a shareable and stakeholder-facing format. **Participant Pre-work:** *None.* **Outcomes/Deliverables:** Stakeholder awareness of and input on final school improvement plans for the coming year.

Topic	Description	Purpose and Impact
Welcome and Framing **(10-15 min)**	**Purpose of meeting**: The main focus of this meeting will be on information sharing (a presentation of the current plan), with some opportunities for input, as well as opportunities to volunteer for involvement in upcoming improvement plan implementation. • Share major improvement initiatives for the coming school year. • Share information about state/federal identification (if needed). • Solicit stakeholder engagement/involvement in improvement efforts.	**Purpose:** Clearly lay out what will be done during this meeting to set expectations about what is and what is not on the table (i.e., the priorities and strategies in the plan are final at this point). Set "guardrails" for the conversation around what input is of most use at this point. **Impact:** Especially with a group of stakeholders who have not been involved in much of the planning process, a clear framing and setting of expectations can help set the right tone for the meeting. (It may also help you to avoid getting sucked into peripheral questions or topics.)
Information sharing **(10 min)**	**Review of work already done:** • SPPs, Root Causes, Strategies, Actions. • Who was involved and how. • Results expected. • Help/support needed **Review of input gathered and what was done with it.** • Here's what we heard • Here's what changed as a result • Here's *what didn't change, and why* **If the school has a state or federal identification that Stakeholders must be made aware of, this is a great place/time to do that.** *Resource: Parent Notification and Public Hearing Requirements* **Allow participants to ask clarification questions about the plan.**	**Purpose:** Give participants a "road map" so they know where they are in the planning process, what has come before, and what is currently on the table. **Impact:** It is crucial to share information about input previously gathered and how it has informed the current plan. Stakeholders' willingness to continue to provide input and to feel a sense of ownership in the plan is contingent on knowing that their input has been heard and carefully considered. Even when suggestions are not ultimately taken, acknowledging those suggestions and giving a rationale for why they were not taken is a powerful way to show how valued those contributions are.

Input Gathering **(20 min)**	Questions for Discussion (or a Gallery Walk) • Strengths/benefits of the proposed plan • Any concerns or lingering questions about the proposed plan • Ideas about opportunities for stakeholders to partner with and support the plan.	**Purpose:** Provide some opportunity to gauge stakeholder reactions to the plan. **Impact:** While the focus of the meeting is largely on sharing information with stakeholders at this point, it's always a good idea to gather some information – even if that information just serves to confirm what you are already planning. If you encounter strong resistance, this *may* prompt you to adjust your approach, or you may use this information to inform your "change management" or communications plan.
Opportunities for Engagement in Implementation **(10-15 min)**	**Identify any elements of the plan (consult Action Plans from Phase 4 for ideas) where stakeholders are particularly needed or invited to support.** • Name a coordinator (or more than one) who is responsible for working with stakeholder volunteers. Share contact info with stakeholders. • Circulate a sign up sheet for known stakeholder volunteer opportunities. • Describe how additional opportunities will be communicated throughout the year.	**Purpose:** Let stakeholders know about ongoing opportunities to be involved in improvement efforts. **Impact:** Continually inviting stakeholders to partner with the school in its improvement efforts and support of students helps to form ever stronger relationships between families and the school. A close relationship can be the difference between success and struggles in improvement efforts.
Close Out **(5 min)**	**Thank** participants for their time and partnership. **Recap:** • Major themes of input heard during the session. • Note lines of communication between stakeholders and leadership throughout the year.	**Impact:** A deliberate protocol like this one takes just a few minutes. Taking the time to "stamp" this information can end up preventing miscommunication or misunderstandings and saving a lot of time in the long run.

Directions for UIP Writers

Stakeholder Engagement requirements in the UIP have been moved to "Assurances." Keep a record of these engagement activities that can be produced as artifacts to show fulfillment of the assurance if requested. If desired, information about stakeholder involvement may be incorporated in the following sections of the UIP:

- Student Performance Priorities "Evidence and Reasoning"
- Root Cause analysis and selection process
- Action Plan

6.1 Finalize UIP

Directions for UIP Writers

- Ensure all Assurances are checked. For any assurances that cannot be checked, include an explanation in the narrative box provided in the online UIP.
- Finalize all sections of the UIP. If using a drafting document, cut and paste the content into the online UIP system.
- Read through the full draft to ensure cohesion. Make sure that…
    - Data analysis in Student Performance Priority “Evidence and Reasoning” section shows the data relevant to each Priority (i.e., demonstrates why that performance priority was selected from prioritization)
    - Every Student Performance Priority has at least one associated Root Cause identified.
    - Improvement Targets are specified for two full years.
    - Every Root Cause is addressed by at least one Major Improvement Strategy
    - Every Major Improvement Strategy targets at least one Root Cause for improvement.
    - Any root causes that are not addressed by Major Improvement Strategies are removed from the plan.
- Share finalized plan with leadership team (in person or via email).