3	Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes?	
Relevant UIP Element	**Topic**	**Meets Expectations**
Major Improvement Strategies (MIS)	Evidence-Based Strategies **CS**	Provides clear rationale for the selection of Major Improvement Strategies, including the evidence-base and explanation of why the strategy is a good fit for the school's/district's need, student population and staff capacity.
	Alignment to root causes **CS**	Identifies clearly-defined strategies that are likely to resolve root cause(s) and improve priority performance challenges.
READ Act *For schools serving K-3*	Strategies to Address K-3 Reading	Includes evidence-based strategies that will likely have meaningful impact for K-3 students identified as having significant reading deficiencies.
Accountability Clock Strategies *For schools/districts on clock*	Likelihood of success	Major Improvement Strategies convey a sense of urgency and have a likelihood of resulting in adequate change in performance to enable the school/district to exit the accountability clock within a reasonable timeframe.
	Late on the clock: After SBE Action	Includes strategies that are aligned with state board directed action. If applicable, provides a clear role for external partners in the description of the major improvement strategy.
	Year 4 Description of Potential Pathway	Identifies a state-required turnaround strategy and articulates an action plan that is aligned to the needs identified in the data narrative.
	Turnaround strategy *For Turnaround Plan Type*	Identifies a state-required turnaround strategy and articulates an action plan that is aligned to the needs identified in the data narrative.
ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted[1] Schools	Alignment to identification **CS**	UIP clearly and explicitly aligns at least one major improvement strategy to indicators triggering ESSA identification (Low Graduation, Lowest 5%, Low Participation).

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[1] LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.