5	**Does the plan include elements to effectively monitor the impact and progress of the action plan?**	
Relevant UIP Element	**Topic**	**Meets Expectations**
Performance Targets	Measures and Metrics	Specifies the measure (assessment method) and metric (standard of measurement).
	Quality of Target **CS**	Identifies ambitious, attainable targets that align to the Priority Performance Challenges. Where possible, targets are set using the same measure as PPCs (e.g. if the PPC is focused on SAT mean scale score, target is focused on SAT mean scale score).
Interim Measures	Measures and Metrics	Specifies Interim Measures that identify the measure and metric.
Interim Measures	Alignment to Target **CS**	Specifies Interim Measures that are aligned to an annual target and assess the impact of the Major Improvement Strategies on student outcomes multiple times per year.
	Quality of Interim Measures	Lists Interim Measures that specify expected student progress over the course of the year.
READ Act *For schools serving K-3*	READ Act Targets (SRD)	Specifies ambitious and attainable target(s) as measured by the school's/district's READ Act assessment for reducing the number of students who have significant reading deficiencies.
	READ Act Targets (Grade Level Expectations)	Specifies target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3.
Comprehensive Early Literacy Grant	ELG Funding Target (Growth)	Includes target for moving students in below or well below category up a tier by end of year in K-3 on the identified READ Act assessment.
EASI Grant *For grantees within District Designed and Led; Offered Services*	Evaluation plan	Includes implementation benchmarks that describe how the school/district will monitor implementation of activities approved in the EASI grant.
Title I Schoolwide Program **(if documenting schoolwide requirements in UIP)**	Evaluation of Impact	Describes how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards.
	Process for Adjustments	Describes how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. For more information on Schoolwide requirements, see the Program Plan Requirements and Rubric.

| For Districts Only: Gifted Education | Gifted Education Targets | Describes annual performance targets for gifted education students. |
| | Gifted Education Interim Measures | Describes Interim Measures aligned to annual performance targets for gifted education students. |