



UIP for Gifted Education

Description of Gifted Education Requirements

The purpose of the Unified Improvement Plan (UIP) is to align efforts and targets to improve gifted student achievement and growth. It fulfills the obligations for **accountability** as defined within the Exceptional Children's Education Act (ECEA) for the Gifted Education **Annual Plan**.

12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student **performance is monitored** and **measured** for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data).

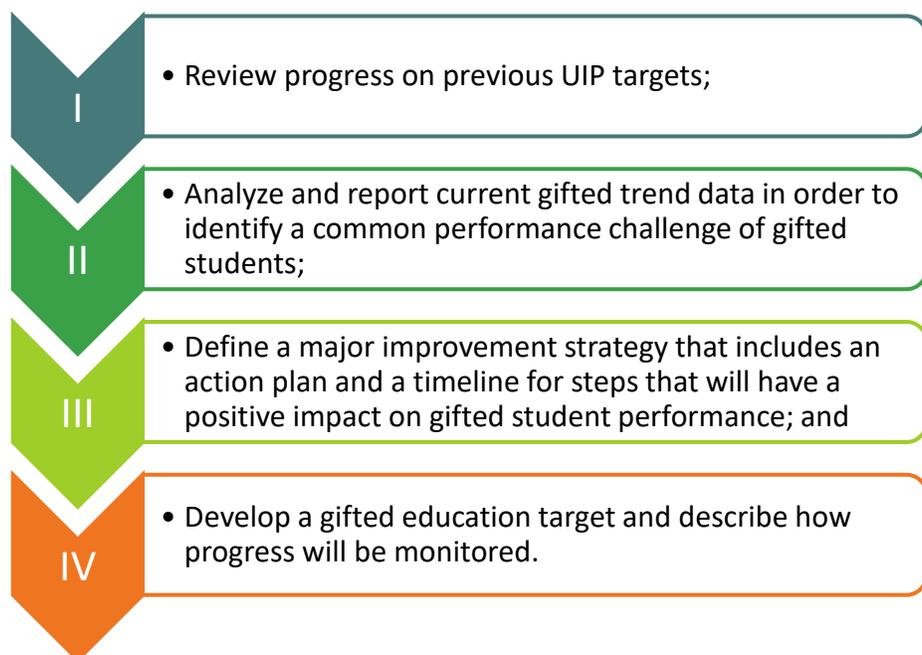
These methods include UIP elements such as annual gifted student performance **target(s)** and an **action plan** to meet the target(s) and a **timeline** to report on **progress** toward targets.

ECEA Rules were last authorized in 2014. Since that time, the Colorado Department of Education (CDE) implemented a biennial UIP submission for districts on a Performance Plan. The ECEA term for "Annual Plan" coincides with a district's UIP submission. Previously, a district could choose to complete a UIP Gifted Education "Addendum" or embed the accountability requirements for gifted education within the district UIP. Beginning with the 2018-2019 UIP submission, a UIP Gifted Education Addendum was no longer an option. The provision for gifted student performance is **integrated** into the electronic UIP form.

The UIP is **not** the vehicle to report on gifted identification demographics or progress on areas of non-compliance based on Colorado Gifted Education Review (CGER) findings.

Required Provisions for Gifted Education

Provisions for monitoring gifted student performance is integrated into the UIP online form in FOUR (4) sections.





Administrative Unit

“Administrative Unit” or AU means a school district, a board of cooperative services (BOCES), or the state Charter School Institute (CSI). An AU is responsible for the local administration of Article 20 of Title 22, C.R.S. [12.01(1)]. Gifted education is funded and administered through AUs.

12.02(1) Administrative units shall submit to the Department an **annual plan** that is a gifted education **UIP** addendum. In multi-district AUs or BOCES, **member districts** submit the UIP addendum. The annual plan shall be integrated with a district’s accountability UIP timelines, or no later than April 15. The UIP gifted education addendum, as the annual plan, shall include an **action plan** to meet designated **targets**. **An AU shall submit an annual plan before receiving AU gifted education funds.**

The Colorado General Assembly passed legislation in 2014 that established an appropriation for an AU gifted education grant program. Every AU may apply for funds to offset costs incurred in universal screenings and the employment of a qualified person. To be eligible to apply for the grant, Rules stipulate the AU applicant must be up to date in submission of the AU’s comprehensive program plan, budget, and UIP elements to the Department.

Small N-size

If the district’s UIP provides a data analysis that references data for a **small number** of students, it may be possible to identify individual students. To avoid Family Educational Rights and Privacy Act (FERPA) concerns, CDE uses the following guidelines for public reporting of student data: achievement data may be shared when n-size is 16 students or more for achievement results.



If a district has **16 or fewer gifted students**, the provisions for monitoring gifted student performance may be fulfilled in individual student **Advanced Learning Plans (ALPs)**. This method is **only** applicable to districts with a small number of gifted students.

12.02(2)(f)(ii) A working document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress.

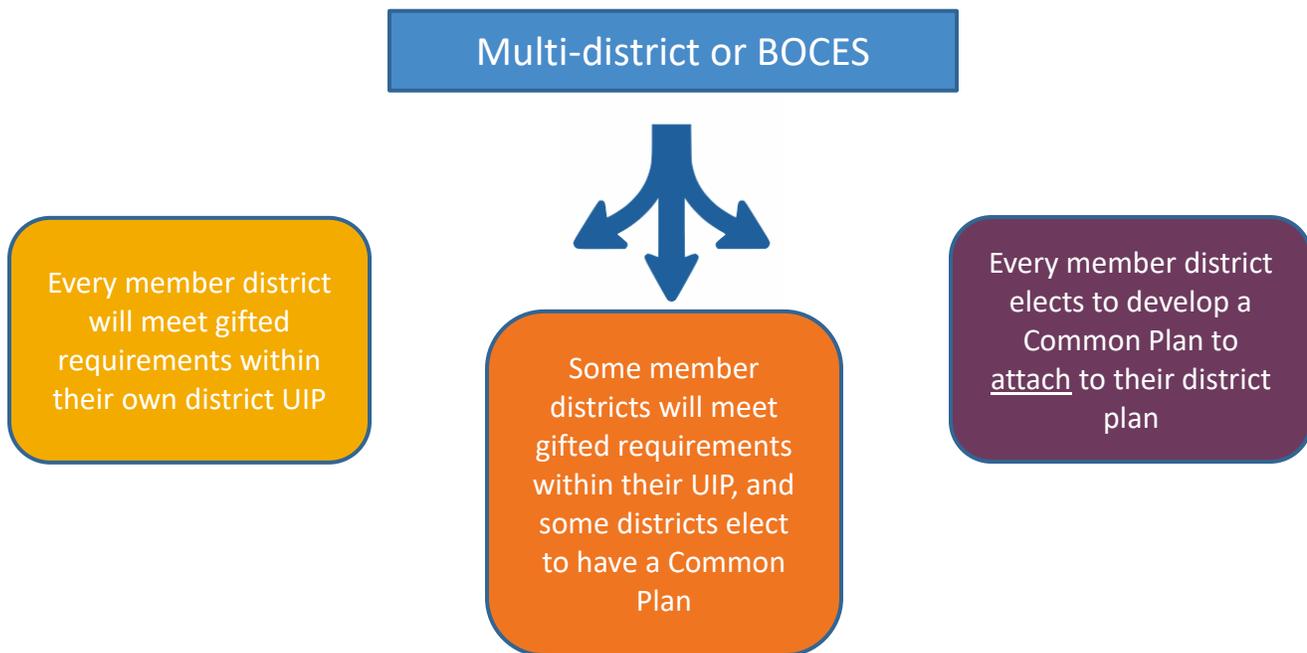
The following is a sample **statement** that could be recorded in the district’s UIP, and a minimum of one Action Step is included that specifically addresses the performance needs gifted students.

The district has a small number of identified gifted students, below publicly reportable numbers. Monitoring achievement and growth of each gifted student will be documented in the students’ ALP, or until such a time the district has enough students to include in the UIP.

During CGER, the Office of Gifted Education will review a random sample of ALPs to ensure inclusion of the UIP requirements. Annually, the Office of Gifted Education will review the district’s UIP to verify the above statement has been included within the UIP and one or more action steps addresses gifted students.

BOCES and UIP

BOCES do **not** submit a UIP for member districts or contracted schools within a BOCES. Therefore, to meet gifted education monitoring requirements for the annual plan, a BOCES must ensure all member districts include gifted education provisions within their district UIP, or school UIP for schools not affiliated with a district. AU Gifted Coordinators/Directors administering the program plan for multiple districts **may** collaborate with districts to develop a **common** performance challenge, target, and action plan. This plan is shared with member districts who then include the information within their district UIP. For BOCES who have contracted schools who do not belong to a district, the gifted provisions may be met by the BOCES creating a common plan that contracted schools attach to their UIP, schools using the ALP option below if the school has a small n-size, or contacting the Office of Gifted Education to determine how provisions will be met.



Submission Timeline

There are two primary deadlines for UIP submission: January 15 or April 15. Based on accountability ratings, the deadline for submission is populated in Section I of the UIP. Timelines are also informed by local decisions about options for 1) exercising biennial flexibility and 2) combining school and district UIPs into one plan (for districts with less than 1200 students). While state deadlines are in place, districts may submit whenever plans are complete.

While CDE does not review UIPs for districts on Performance Plans, the Office of Gifted Education annually reviews all districts' UIP for the inclusion of the gifted requirements. The purpose of this review is to provide technical assistance to AU Gifted Directors/Coordinators and to verify inclusion of gifted students for the purpose of determining an AU's eligibility to apply for grant funds. The **UIP Quality Criteria Rubric** describes expectations to support the AU's development of the UIP for gifted students. (See Appendix C)



Four UIP Submission Options for Gifted Education Requirements

- 1**
 - Data indicate an improvement area for gifted students is **convergent** (same) as the needs of the district
 - Gifted students are **embedded** within the district UIP
- 2**
 - Data indicate an improvement area for gifted students is **divergent** (different) from the needs of the district
 - Complete 4 requirements in the UIP pertaining to gifted students
- 3**
 - Small N Size of 16 or fewer gifted students in the district does not allow for reporting of gifted student performance
 - Monitor student performance through the Advanced Learning Plan with an Action Step and statement pertaining to this method included in UIP
- 4**
 - Member districts of a Multi-district AU, BOCES, or AU with member schools who do not belong to a district may develop common plan
 - Superintendent attaches common plan to the district UIP

Convergent versus Divergent Performance Challenges

Determining which option will be used to meet the gifted requirements will depend if an identified gifted student performance challenge **converges** or **diverges** from the district or member districts in a BOCES.

Convergent

Analysis of data indicate an improvement area for gifted students is **convergent** (same) as the needs of the district or member districts. In this case, the district includes gifted students in the applicable performance challenge and target, specifically naming "gifted students" in the statement. Explicit improvement strategies aligned to gifted students are included at either the Major Improvement Strategy level or within the district's Action Steps. In a BOCES, a convergent challenge of member districts supports the process of the AU developing a common plan.

Divergent

Analysis of data indicate an improvement area for gifted student is **divergent** (different) from the needs of the district or member districts. In this case, the district will be directed to complete each of the four required sections in the online system to specifically address gifted students.

Steps for Completing the UIP for Gifted Students

The Office of Gifted Education provides the following guidance a district may wish to consider when fulfilling the gifted requirements for the UIP.



This icon represents gifted education **UIP examples**. There are many ways gifted requirements might be written within a UIP, and the examples represent one way of thinking.



This icon represents a guidance statement to facilitate **self-evaluation** for key UIP gifted education components.

1

Analysis of Gifted Data

Both gifted performance and perception data are reviewed. **Performance data** focuses on student outcomes and includes measures like student assessment achievement and growth results and educational outcome measures.

- State Assessment Data
- Local Assessment Data
- Postsecondary Readiness Data

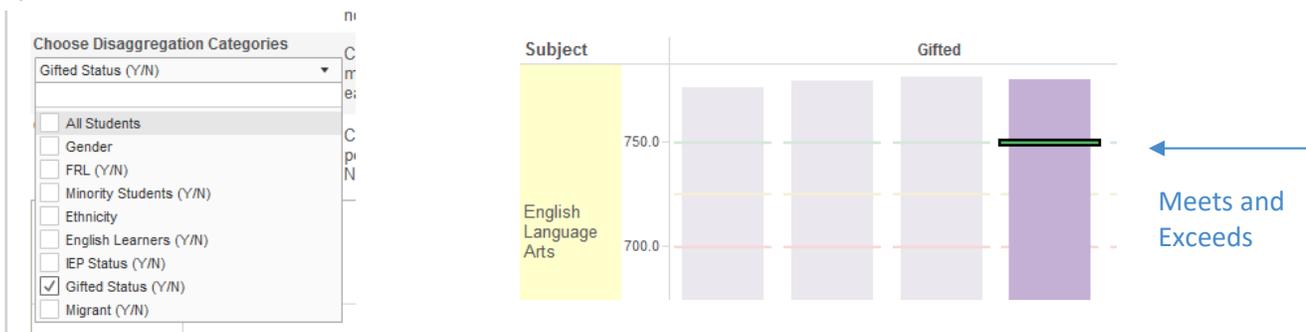
Perception data reflects the opinions and views of stakeholders and may include climate surveys, implementation surveys, or information from focus groups.

Districts may have processes and procedures for collecting and analyzing gifted student data. Gifted data are also accessible in three (3) locations.

I. School and District Dashboards:

<https://www.cde.state.co.us/code/districtdashboard>

On the CDE website, click the Schoolview Tab and select “School and District Dashboard” link under *Accountability and Data Tools and Reports*. Select the district. Under the Achievement Tab, select Gifted Students within the “Choose Disaggregation Categories” drop down box. You can select various views of gifted data to show by grade level and reference levels. It is important to **note**, that performance levels include students who **meet and exceed** expectations and data are not disaggregated by **areas** of gifted identification. Data represent **all** identified gifted students who completed the assessment, no matter their area of identification.



II. District Performance Frameworks

<http://www.cde.state.co.us/schoolview/performance>

The District Performance Framework (DPF) is available both as a hardcopy sent to the superintendent or accessible via Schoolview. On the CDE website, click the Schoolview tab. Under the *Accountability Data Tools and Reports*, click the “Performance Frameworks Reports.” If options for selecting a district are not visible, you may need to copy and paste the provided link in your web browser. Next, select the district and one year or multi-year DPF Report. Scroll to the Addendum section of the DPF. Gifted data are reported in the Addendum. Again, note that students are **not** disaggregated by area of gifted identification. These data represent **all** gifted students who completed the assessment.

District:

- 0640 - Centennial R-1
- 2810 - Center 26 JT
- 8042 - Charter Choice Collaborative
- 8001 - Charter School Institute
- 2560 - Cheraw 31
- 0130 - Cherry Creek 5
- 0520 - Cheyenne County RE-5
- 1020 - Cheyenne Mountain 12
- 0540 - Clear Creek RE-1
- 8102 - CMHI, Pueblo
- 9998 - Colorado Department Of Education
- 9175 - Colorado River BOCES
- 9000 - Colorado School For The Deaf And Blind
- 1010 - Colorado Springs 11
- 1160 - Cotopaxi RE-3
- 2010 - Creede School District
- 3010 - Cripple Creek-Victor RE-1

School:

- 0517 - Academy for Advanced and Creative Learning
- 0269 - Achieve Online
- 3890 - Adams Elementary School
- 0452 - Audubon Elementary School
- 1032 - Bristol Elementary School
- 1126 - Buena Vista Elementary School
- 1340 - Carver Elementary School
- 1613 - Chipeta Elementary School
- 1616 - Civa Charter Academy
- 1798 - Columbia Elementary School
- 1885 - Community Prep Charter School
- 1870 - Coronado High School
- 2202 - Doherty High School
- 5146 - Eastlake High School of Colorado Springs

Reports:

1010 - Colorado Springs 11

District Report

- Improvement Plan
- 2018 - 1 Year DPF Report - Official
- 2018 - Multi-Year DPF Report
- [View Previous Year DPFs](#)

School Report

No School Selected

III. Data Management System (DMS)

The Office of Gifted Education provides detailed, disaggregated gifted student data in the AU's secure Data Management System (DMS). The AU Gifted Director/Coordinator may access these data reports by logging into the AU's DMS site and selecting the Performance tab. A PowerPoint and Excel document are available for access.

Home > Gifted Education State Monitoring >

Profile Monitoring Fiscal Family E & C **Performance** Improvement Summary

Communication Log

+ Add Email View All

No entries yet

Attachments

+ Upload View All

- 11/30/2018 - 2018 CMAS/SAT Dat...
- 11/5/2018 - 2018 CMAS/SAT GT P...
- 3/5/2018 - 2017 CMAS Data Visua...
- 11/22/2017 - CMAS/SAT 2017 GT...
- 1/24/2017 - PARCC 2016 AU State...
- [View Older Attachments \(4\)](#)

Personal Identifiable Information



Gifted data provided in DMS, a secure password protected site, may reveal a student's personal identifiable information (PII). Some data available in DMS may be inappropriate to share in a **public** forum, such as a school board meeting or with the gifted parent advocacy group, because data may represent a small n-size.

For more information about PII, access the Office of Gifted Education document, Gifted Education and Data Privacy. <https://www.cde.state.co.us/gt/piialp>

Gifted Performance Expectations

Gifted student data are currently not used to calculate a district's accountability rating. This subgroup is not one of the indicators for state or federal accountability. Therefore, the Office of Gifted Education advises the following guidance for measuring and monitoring gifted student achievement and growth based on Colorado's identification criteria and state/national standards for gifted programming.

The advised expectations for gifted student performance include:

- **Exceed** expectations on CMAS in the **area** of identification (not Meet and Exceed)
- **95th percentile** or above on a **nationally** norm-referenced assessment (example: MAPS, Scantron, Iowa, PSAT national norms, SAT national norms)
- **At or above** benchmark for college readiness on PSAT or SAT
- **High growth** on an assessment in the **area** of identification
- **Exceed** state averages

Analysis of Gifted Data – Guiding Questions

It is important to not only examine how gifted students are performing compared to non-gifted students, but also it is critical to analyze data in terms how gifted students are performing compared to state data and across different disaggregated groups within the gifted population within a district.

For example:

- How do gifted boys compare to gifted girls?
- How do gifted free and reduced lunch (FRL) students perform compared to gifted non-FRL students?
- How do gifted elementary students perform compared to gifted middle school students? High school students?
- How do twice-exceptional (2e) students compare to gifted students not 2e?
- What is the graduation rate and dropout rate for gifted students?
- Do gifted students exceed the benchmark for college readiness?
- How do our gifted students compare to gifted state averages? National averages?



Compare data over **time** and against set **comparison** points. Look for **notable trends** that can include both positive and negative performance patterns. Guiding questions to consider:

- What is the measure (instrument) and metric (numeric scale) that is being described?
- In what content area?
- Which student groups are being considered?
- What is the direction of the trend? Upwards? Downwards? Flat?
- What is the amount of change in the metric?
- Over what time period was it observed?
- What makes the trend notable?



Data from multiple sources and over time provide a clear picture of a notable performance challenge of gifted students.



Determine Type of Plan Inclusion

A careful analysis of data identifies if a performance challenge of gifted students converges or diverges from other student groups within the district or member districts. This step will determine if gifted education requirements will be embedded into the district's UIP or separate sections within the online system will be completed specific to gifted students.

The Office of Gifted Education provides a helpful **worksheet** for planning purposes if gifted performance is divergent and separate sections will be completed specific to gifted students. It is important to note this document is **not** uploaded or attached to the UIP. It is for primarily for development purposes only. See Appendix A for a sample of the worksheet. The worksheet is available at: <https://www.cde.state.co.us/gt/gifteduip>



Examples of Convergent Data

- Across the district and all groups of students (including gifted, English Learners, and FRL eligible students) in literacy, achievement has been at least 15 points below the state average and growth has been flat for the last 3 years.
- Based on a three-year trend, all students, including gifted students identified in math, continue to decline in growth as measured by the CMAS math and MAPS assessment growth percentile scores.
- 9th grade student performance as measured by the PSAT total scaled score for all subgroups, including gifted students, is below the state average and benchmark scores reflect students are not on track for being ready for college.



Examples of Divergent Data

- The percentage of middle school gifted students identified in math exceeding expectations on CMAS math continues to decline.
- The growth percentile for identified gifted male students in reading and writing remains flat as measured by CMAS ELA and district level assessments.
- 58% of gifted FRL students in 10th grade score below benchmark on PSAT.
- 64% of minority students identified in math score below the 95th percentile on the district's local norm-referenced math assessment.



Data analysis provides a rationale for developing a convergent or divergent plan for gifted students.



Report on Previous Targets

Review the previous UIP target for gifted students. An analysis of data (step 1) will determine the level of attainment. The target may have been successfully met, thereby requiring new target setting for this year's UIP. If a target was partially met but progress is evident, the district may justify the need for continuing with the current improvement strategy and action plan for another year. New data may also indicate a need to slightly revise or modify the Action Plan but does not support development of a new improvement strategy. If the target was not adequately met, an analysis of potential causes is examined and may warrant the need to create a new target more appropriate to gifted students, or a new improvement strategy, action plan, and/or timeline.



- **Last Year's Target:** All middle school students, including gifted, will score above the state average median growth percentile in CMAS ELA.
 - **Performance on Target:** While most students did not attain this target, data indicate gifted students are beginning to make progress in meeting or exceeding the state average median growth percentile in CMAS ELA. Last year the growth percentile of middle school gifted students identified in reading and writing was 48 and this year's data are trending upwards to 52. This is still 6 points below the state average. The district will revise action steps to address this unachieved target.

- **Last Year's Target:** The district will increase the percentage of identified gifted math students exceeding expectations on CMAS math by 5% each year.
 - **Performance on Target:** The district had a 7% gain in identified math students who exceeded expectations on CMAS math this year compared to last year's data. This exceeds our target by 2%. This gain is attributed to the new math curriculum implemented by the district and a sustained focus on implementing best practices for gifted students in terms of curriculum compaction and opportunities for real-world mathematical problem solving aligned to ALP goals. The district will continue to focus on this target and implement year-two action steps.



Review includes a statement to define target attainment level and includes data to support the level of attainment.



Describe Performance Challenge

A **Priority Performance Challenge** is a specific statement that describes a performance challenge of students. It is not a statement about staffing, curriculum, or funding.

- Non-example: The district lacks appropriate curriculum to support gifted performance in math.
- Example: Both achievement (mean scale score from 733 to 724) and growth (MGP from 30 to 38) in 5th grade mathematics have declined over the last three years and have been well below the state for gifted students identified in math.

After a careful analysis of data over **time**, determine at least ONE Priority Performance Challenge for gifted students.

- ◆ Does this converge with other student groups? If so, which groups?
- ◆ Is this distinctive to gifted students? If so, separate sections of the UIP will be completed.

The following **two** components are included:

1. The district will name and describe the **Priority Performance Challenge (PPC)** that converges or diverges with gifted students. The challenge must explicitly name “**gifted students**” within the statement.
2. A brief **gifted data narrative** is provided. If the challenge is convergent, evidence is provided to show evidence for including gifted students in the district performance challenge. If divergent, the data narrative is included in a separate section of the UIP online system. See directions for option 2.

Only include charts and/or graphs that provide **notable evidence** aligned to the **PPC**. Other gifted data are not necessary. If the challenge is math for middle school students, only these data are included in the data narrative. Math data for other grade levels may be included to demonstrate the needed focus for middle school, but other data such as CMAS ELA, PSAT, or SAT data are not reported.

The district may include the data or data statements in **one** of the three sections (See the section on step-by-step directions):

- **Priority Performance Challenge Rationale:** Text box directly under the priority performance challenge;
- **Section III: Step Four:** Add a gifted trend statement; or
- **Additional Trend Information:** Text box under the Trend Statement.



Low math growth continues to be a performance challenge of gifted math students in middle school. Over a three-year period, median growth percentile scores have been flat and below the state average (59 MGP) for identified gifted students.

Math Growth	2017	2018	2019
6 th grade	32	33	29
7 th grade	40	41	39
8 th grade	39	40	38



The priority performance challenge specifically addresses gifted students and addresses where the system is not meeting expectations.



Determine an Improvement Strategy

After defining the PPC, the next step is to determine the **root causes** that have possibly led to this challenge. A root cause is the deepest underlying cause of a problem or situation.

Root causes:

- Are within the control of the district and not an external factor beyond the district's ability to control (ex. Poverty rate);
- Directly address the challenge;
- If resolved, the performance will likely improve; and
- Are verified via data, observation, survey responses, etc.

Based on the defined root causes, a **Major Improvement Strategy** is developed. A major improvement strategy is an overall approach that describes a series of related maneuvers or actions intended to result in performance improvements. The strategy should be **research-based** and align with **best practices** to support gifted student achievement and growth.

The following **three** components are included:

1. Name the Major Improvement Strategy that will support the performance challenge.
2. Describe what success will look like.
3. Define the research that supports the strategy.



Name: Mathematics Differentiation for Gifted Middle School Students

Describe what success looks like: Students in a classroom where teachers implement differentiated practices for math instruction complete a pretest prior to each new math chapter, have the chapter compacted based on pretest data, and complete an authentic assessment that includes real-world math problem solving.

Describe the research supporting the strategy: The district will use the work from Carol Ann Tomlinson, *Leading and Managing Success in a Differentiated Classroom*, to implement strategies for pretesting and compacting the curriculum and the work from Sandra Schurr, *Authentic Assessments: Active, Engaging Produce and Performance Measures*, to implement authentic assessments in year-two.



Identifies a Major Improvement Strategy (MIS) that is clearly defined, evidence-based and provides rationale for why this strategy is a good fit for gifted students. The MIS aligns and responds to identified root causes, addressing the magnitude of the identified Priority Performance Challenge.



Develop an Action Plan and Timeline

The **Action Plan** clearly and specifically describes the sequential steps that will be implemented aligned to the major improvement strategy.

An Action Plan includes the following **six** components:

1. Sequential steps for a **two-year** period;
2. In year two, updates may be added or revised as new information is available;
3. Personnel responsible;
4. Timeline for implementation;
5. Resources required; and
6. Implementation benchmarks.

Implementation benchmarks describe **what** will be observed in **adult** actions or systems if the strategy is being effectively implemented. High quality benchmarks describe both **completion** (e.g., 100% of teachers received weekly lesson plan feedback) and **quality** (e.g., At least 75% of classrooms score Meets or Exceeds on the student engagement rubric during walkthroughs)

A common action step for an improvement strategy is to provide professional development to teachers. It is important that professional learning considerations include more than just offering the event. Consider the following:

- What are the objectives and outcomes of the professional learning?
- How will we measure if the professional learning met the intended objectives and outcomes?
- What is the plan/expectation for implementation after the professional learning event?
- What type of follow-up will occur? When will it occur?
- How will teachers be accountable for implementation?
- How will implementation be measured?



Action Step Name: Authentic Assessment in Mathematics

Description of Action Step:

All middle school math teachers will participate in the Authentic Assessment in Mathematics workshop in August. The district will require all middle school math teachers to have one of their performance goals related to the implementation of authentic assessment. Teachers will meet monthly during PLC time to co-plan authentic assessments for advanced and gifted students who test out of the math chapter based on pretest data. The district gifted coordinator will attend PLCs to provide guidance and support on development of authentic assessments. By the end of the year, teacher evaluations will show 80% or more of the teachers are rated proficient on this goal and by year two, 50% or more are accomplished or exemplary.

Start Date: August 15, 2019

Target Date: June 1, 2020

Resources: Sandra Schurr, Authentic Assessments: Active, Engaging Produce and Performance Measures

Key Personnel: District Gifted Coordinator, Middle School Principals, Middle School Math Teachers



An action step is specifically aligned for gifted students. The action step is thorough, attainable and can be completed within the designated time frame. The action plan guides implementation for at least two academic years and assigns adequate resources (e.g., personnel, funds) necessary to implement the action step.



Establish a Target

A **Target** is a specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated amount of time. A Target includes the following **two** components:

1. The target is set for attainment over **two** years; and
2. It includes a **measure** and a **metric**.



Middle school gifted students identified in mathematics will increase their median growth percentile by 5% each year until reaching high growth annually as measured by CMAS math and our local norm-referenced assessment (MAPS) administered three times a year.



Identifies a specific, ambitious, and attainable target that incorporates gifted students. The target is aligned to the performance challenge and includes a measure and metric.



Monitor Progress

Interim measures describe the checks over the course of the year that would indicate the intended progress is being made.

Interim measures should be **local performance data** that will be available at least **twice** during the school year, provide data about the same students, use the same metric (e.g., growth, achievement), and be the same content area as the performance target.



The district's norm-referenced math assessment (MAPS) will be used to monitor gifted math students' growth throughout the year. Students are administered the assessment at the beginning of the year, mid-year, and end-of-year. The assessment provides a growth score. School-level gifted personnel will monitor progress in December and April and record this progress in students' ALPs.



Monitoring specifies interim measure and metric aligned to the gifted target and includes a schedule that specifies expected gifted student performance multiple times a year.

Guidance for Options Three & Four

Advanced Learning Plan

If a district is selecting the option for using the ALP as a vehicle to monitor gifted student performance as a result of a small n-size (16 or fewer gifted students for achievement and/or 20 or fewer for growth), a data analysis for **each** gifted student is conducted to determine the individual performance challenge. This option requires the following **four** steps:

1. A standards-based academic goal is written in the student's ALP. The measure and metric for measuring performance is defined.
2. The ALP clearly articulates the personnel responsible for the goal and a description of the instruction plan aligned to the standards-based goal.
3. The student's progress is monitored and recorded in the ALP at least twice during the year.
4. The district's UIP includes one **Action Step** to address gifted students.

For more resources about the Advanced Learning Plan, visit: <https://www.cde.state.co.us/gt/alp-0>



ALP Goal: The student will use algebra and functions to solve real world problems that include: Writing and solving equations using variables to represent quantities that change in relationship to one another; and displaying change using a table, graph or diagram. The student will exceed expectations on the state mathematics assessment and score 95% or higher on interim district assessments.

The math teacher will provide the student a pretest prior to each new math chapter, and based on data, compact the chapter. The student will use this time to work on Tier III real-world math problems the teacher will provide to the student. The teacher will meet weekly with the student for 10-15 minutes to review progress on these assignments and provide individual instruction if needed. The students' mid-term, and end-of-year assessment will be used to monitor progress as well as grades on end-of-chapter math tests.

UIP Action Step: Teachers will participate in a professional learning workshop to understand how to write appropriate, individualized standards-based ALP goals aligned to student data. The Gifted Coordinator will use a rubric to evaluate ALP goals based on specific requirements aligned to ECEA Rules. The coordinator will provide teachers feedback on goals and offer individualized coaching if necessary. The coordinator will meet with teachers at the end of each quarter to progress monitor student goals and use school assessment data to determine if students are on track for goal attainment. If data demonstrate a student is not on track, interventions for the student will be implemented.



Gifted students have an individualized ALP standards-based academic goal aligned to achievement and/or growth. The goal includes a measure and metric to monitor goal progress at least two times during the year. The district's UIP has at least one action step to address gifted students.

BOCES Common Plan

The Office of Gifted Education has provided a template for the AU Gifted Director/ Coordinator to use to develop a **Common Plan** for member districts. This document is available to download at: <https://www.cde.state.co.us/gt/gifteduip> (See Appendix B or example)

These six steps are followed when developing a common plan for a BOCES or multi-district AU:

1. Executive Director/Superintendents direct the AU Gifted Director to create a Common Plan;
2. The AU Gifted Director/Coordinator **collaborates** with member districts to define a **common** performance challenge of gifted students in all member districts and develops an improvement strategy, action plan, and target;
3. The AU **implements** the action plan to support the performance challenge;
4. Districts and the AU monitor progress;
5. The AU includes these action steps in the **Comprehensive Program Plan**; and
6. Member districts upload the Common Plan. Uploading the Common Plan denotes a member district's agreement to the plan.



Performance Challenge: In the 9 member districts within the BOCES, gifted students identified in math perform below the state average on CMAS math. When district data are averaged, 17% of identified math students in grades 3-8 exceed expectations. This is 9 points lower than the state average.

Major Improvement Strategy:

Name: Mathematics Differentiation for Gifted Middle School Students

Describe what success looks like: Students in a classroom where teachers implement differentiated practices for math instruction complete a pretest prior to each new math chapter, have the chapter compacted based on pretest data, and complete an authentic assessment that includes real-world math problem solving.

Describe the research supporting the strategy: Districts will use the work from Carol Ann Tomlinson, *Leading and Managing Success in a Differentiated Classroom*, to implement strategies for pretesting and compacting the curriculum and the work from Sandra Schurr, *Authentic Assessments: Active, Engaging Produce and Performance Measures*, to implement authentic assessments in year-two.

Action Plan:

Description of Action Step:

In August, all middle school math teachers will participate in the Authentic Assessment in Mathematics workshop provided by the BOCES. Districts will require all middle school math teachers to have one of their performance goals related to the implementation of authentic assessment. Teachers will meet monthly during PLC time to co-plan authentic assessments for advanced and gifted students who test out of the math chapter based on pretest data. The BOCES gifted coordinator will meet quarterly with district representatives to monitor progress and provide guidance and support on development of authentic math assessments. By the end of the year, teacher evaluations will show 80% or more of the teachers are rated proficient on this goal and by year two, 50% or more are accomplished or exemplary. The BOCES will provide funding for all districts to offer Math Olympiads to interested students.



Start Date: August 15, 2019

Target Date: June 1, 2020

Resources: Sandra Schurr, *Authentic Assessments: Active, Engaging Produce and Performance Measures* and Math Olympiads registration

Key Personnel: BOCES Gifted Coordinator, Middle School Principals, Middle School Math Teachers

Target: The percentage of gifted math students who exceed expectations will increase 5% a year as measured on CMAS math.

Monitor Progress:

The BOCES gifted coordinator will meet with district math teachers quarterly to review students' math progress using district assessment data from MAPS.



The plan reports progress on previous targets, defines a common performance challenge of gifted students in member districts confirmed via data analysis, and describes a major improvement strategy the AU will implement as described in the action plan. The AU and member districts monitor progress during the year. The AU describes implementation steps in the Comprehensive Program Plan and ensures all participating member districts upload the plan into the district's online UIP submission.

Directions for Submitting the UIP to Meet Gifted Education Requirements

The AU Gifted Coordinator/Director may not be the district personnel who input information into the UIP on-line form. The UIP Planning Worksheet provides a tool for the AU Gifted Lead to record required UIP information that can be **copied** and **pasted** into the on-line form. The Gifted Lead may submit the UIP Planning Worksheet and the following directions to appropriate personnel responsible for UIP submission.

1

Data indicate an improvement area for gifted students is *convergent* (same) as the needs of the district.

- The AU Gifted Coordinator/Director collaborates with other district personnel to analyze data and develop UIP requirements for gifted students that **converge** with the needs of the district.
- The AU Gifted Coordinator/Director may choose to use the **UIP Planning Worksheet** to record descriptions for the required gifted areas and provide the worksheet to the personnel who input information into the UIP online form.
- The worksheet is **NOT** attached to the UIP. The information from the worksheet can be **copied** and **pasted** in the designated fields within the online form.
- Access the UIP online form.
- **Section II: UIP Info:** Select the box, **“Gifted Education Convergent”**
- **Section III: Data Narrative>Prior Year Targets:** Complete one of these steps. **Note: Be aware of reporting data that may reveal PII.**
 - Click “Prior Year Target” to access a pop-up screen to complete. Type the target and reflect on the performance of this target. Or...
 - Click “Copy from Last Year” and the system will import the prior year’s target. Type the reflection on performance of this target.

My District	Section II: Summary of District	Section II: UIP Info
Section II: Improvement Plan Information		
Context		
Optional: Provide detail about district content (e.g., district improvement efforts, performance, and conditions).		

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply)

- State Accreditation
- Student Graduation and Completion Plan (Designated Graduation District)
- Gifted Education: Convergent
- Gifted Education: Divergent
- Biennial Plan
- Combined Plan
- Other

Section III:- Reflection on the Prior Plan Complete & Ready to submit

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect?

Prior Year Student Targets
Section will populate if user copies over prior year plan

Prior Year Major Improvement Strategies
Section will populate if user copies over prior year plan

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

- Section III: Data Narrative>Current Performance:** The district will name and describe the **Priority Performance Challenge** that converges with gifted students. **Note:** The challenge must explicitly name “gifted students” within the statement.

- Example:** *Across the district and all groups of students (including gifted, English Learners and FRL eligible students) in literacy achievement has been at least 15 points below state average and growth has been low and flat for the last 3 years.*

Performance Challenge(s)

[Add Performance Challenge]

Name

Description

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

Rich text editor toolbar with options for undo, redo, bold, italic, underline, strikethrough, link, unlink, bulleted list, numbered list, indent, outdent, text color, background color, text size, font face, and link icon.

- Data Narrative:** A brief **gifted data narrative** is provided to show evidence for including gifted students in the district performance challenge. Only include charts and/or graphs that provide notable evidence aligned to the performance challenge. Other gifted data are not necessary. The district may include the data or data statements in **one** of the three sections:
 - Priority Performance Challenge Rationale:** Text box directly under the priority performance challenge;
 - Section III: Step Four:** Add a gifted trend statement; or
 - Additional Trend Information:** Text box under the Trend Statement.

- Section IV: Action Plan>Majority Improvement Strategy and Action Plan:** One of the district’s major improvement strategies may be applicable to gifted students or it may be necessary to **add** an additional strategy specific to gifted students. If this is the case, describe what success will look like for gifted students and the research supporting the strategy.

+ Add Major Improvement Strategy

Name

Describe what success will look like:

Describe the research supporting the strategy:

- Section IV: Action plan:** Add one or more specific action steps that articulate how learning needs of gifted students will be addressed. Define the timeline, resources and key personnel responsible.

New Record

Action Step Name

Description of Action Step

Start Date

Target Date

Resources

Key Personnel



- **Section IV: Action Plan>Target Setting:** If the target is convergent, it must explicitly name **gifted students** in the statement. Indicate the **interim measures** that will be used to monitor gifted student performance.



Performance Indicator: --None--	
Measures / Metrics: --None--	
Annual Performance Targets	2018-2019:
	2019-2020:
Interim Measures for 2018-2019:	
<input type="button" value="Cancel"/> <input type="button" value="Save"/>	

2

Data indicate an improvement area for gifted students is **divergent** (different) from the needs of the district.

- The AU Gifted Coordinator/Director collaborates with other district personnel to analyze data and develop UIP requirements for gifted students that **diverge** with the needs of the district.
- The AU Gifted Coordinator/Director may choose to use the **UIP Planning Worksheet** to record descriptions for the required gifted areas and provide the worksheet to the personnel who input information into the UIP online form.
- The worksheet is **NOT** attached to the UIP. The information from the worksheet can be copied and pasted into the online form in the designated fields.
- Access the UIP online form.
- **Section II: UIP Info:** Select the box, **“Gifted Education Divergent”**
- **Section III: Data Narrative>Prior Year Targets:** Complete one of these steps. **Note: Be aware of reporting data that may reveal PII.**
 - Click “Prior Year Target” to access a pop-up screen to complete. Type the gifted target and reflect on the performance of this target. Or...
 - Click “Copy from Last Year” and the system will import the prior year’s target. Type the reflection on performance of this target.

My District	Section I: Summary of District	Section II: UIP Info
Section II: Improvement Plan Information		
Context	Optional: Provide detail about district context (e.g., district improvement efforts, performance, and conditions).	

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply)

- State Accreditation
- Student Graduation and Completion Plan (Designated Graduation District)
- Gifted Education: Convergent
- Gifted Education: Divergent
- Biennial Plan
- Combined Plan
- Other

Section III:- Reflection on the Prior Plan Complete & Ready to submit

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect?

Prior Year Student Targets
Section will populate if user copies over prior year plan

Prior Year Major Improvement Strategies
Section will populate if user copies over prior year plan

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Performance Challenge(s)

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

Name

Description

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

Rich text editor toolbar with options for bold, italic, underline, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, undo, redo, and other formatting tools.

- **Section III: Data Narrative>Current Performance:** The district adds a **Priority Performance Challenge** that is divergent for gifted students.
 - **Example:** *Across the district students identified in mathematics at the middle school level show low growth and less than 23% exceed expectations on the state mathematics assessment over the last 3 years.*



- **Data Narrative:** A brief gifted **data narrative** is provided to show evidence for the performance challenge. Only include charts and/or graphs that provide notable evidence aligned to the performance challenge. Other gifted data are not necessary. The district may include the data or data statements in **one** of the three sections:
 - **Priority Performance Challenge Rationale:** Text box directly under the priority performance challenge;
 - **Section III: Step Four:** Add a gifted trend statement; or
 - **Additional Trend Information:** Text box under the Trend Statement

- **Section IV: Action Plan>Majority Improvement Strategy and Action Plan:** The district adds a **major improvement strategy** applicable to gifted students.

+ Add Major Improvement Strategy

Name

Describe what success will look like:

Describe the research supporting the strategy:

New Record

Action Step Name

Description of Action Step

Start Date

Target Date

Resources

Key Personnel

- **Section IV: Action plan:** The district develops an action plan that articulates how learning needs of gifted students will be addressed. Define the timeline, resources and key personnel responsible.

Performance Indicator:

Measures / Metrics:

Annual Performance Targets	2018-2019:	<input type="text"/>
	2019-2020:	<input type="text"/>
Interim Measures for 2018-2019:		<input type="text"/>

- **Section IV: Action Plan>Target Setting:** The district develops a **target** that is specific for gifted student performance. Indicate the **interim measures** that will be used to monitor gifted student performance.





3

Small N Size does not allow for reporting of gifted student performance.

For districts with **sixteen (16) or fewer identified gifted students** in all domains of giftedness, it is not possible to report a performance target for gifted students without revealing personal identifiable information (PII). CDE recognizes this challenge and provides districts with a small N size an alternative option.

1. If a district is a member of a BOCES, the BOCES may collaborate with member districts and develop a common UIP for gifted students as described in Option Four. Districts upload the common plan into the online UIP form.
2. If the district is NOT a member of a BOCES or does NOT wish to be part of a BOCES common plan, Option Three may be used for the UIP gifted education requirement until such a time as the district has more than 16 identified gifted students.

While the Exceptional Children’s Education Act (ECEA) Rule for Evaluation and Accountability states “gifted student performance is monitored and measured for continual learning progress” through the UIP, Rules also include a provision within the Advanced Learning Plan (ALP) element that the “ALP records annual, measurable, attainable achievement and affective goals and progress.”

For Option Three, follow these steps:

- Analyze individual gifted student performance. Determine if the student demonstrates a **performance challenge** within his/her area of giftedness. The achievement target for a gifted student in his/her area of identification is to exceed expectations on the state assessment, score a 95th percentile or above on a norm referenced assessment, or demonstrate “high growth.”
- If the student’s data does not meet one or more of these targets, this is defined as a performance challenge. If data indicate the student is meeting these targets and no performance challenge is evident, current programming strategies that support student achievement and growth are noted with the ALP and the steps below are still followed.
- Based on the data analysis, a **standards-based SMART achievement goal** is developed for the student on an annual basis. The goal includes a **measure** and **metric** to determine goal attainment. ALP goals are developed in collaboration with teachers, the student, and parents. The goal addresses the performance challenge, or if no performance challenge is noted, the goal is focused on continued strength-based strategies.
- During the school year, the student’s goal is **monitored for progress** at least once. The monitoring of progress using interim measures is documented in the ALP.

EXAMPLE ALP GOAL:

The student will use algebra and functions to solve real world problems that include: Writing and solving equations; using variables to represent quantities that change in relationship to one another; and displaying change using a table, graph or diagram. The student will exceed expectations on the state mathematics assessment and score 95% or higher on interim district assessments.



- Rather than the UIP documenting data analysis, setting of targets, and monitoring of progress, the ALP documents these three accountability requirements.
- During the **Colorado Gifted Education Review** (CGER), ALPs will be reviewed for these requirements in districts choosing to follow this option for the UIP.

Complete the required sections in the **UIP** as follows:

Documentation in the District UIP:

- **Section II: UIP Info:** Select that Gifted Education is **Divergent**.
- **Section III: Data Narrative>Current Performance:** The district will make the following statement in the data narrative section of the UIP.
 - **The district has a small number of identified gifted students, below publicly reportable numbers. Monitoring achievement and growth of each gifted student will be documented in the students' ALP, or until such a time the district has enough students to include in the UIP.**
- The district may include the data or data statements in **one** of the three sections:
 - **Priority Performance Challenge Rationale:** Text box directly under the priority performance challenge;
 - **Section III: Step Four:** Add a gifted trend statement; or
 - **Additional Trend Information:** Text box under the Trend Statement.
- **Section IV: Action plan:** Add one or more specifics **action steps** that articulate how learning needs of gifted students will be addressed. Define the timeline, resources and key personnel responsible.

My District	Section I: Summary of District	Section II: UIP Info
Section II: Improvement Plan Information		
Context	Optional: Provide detail about district context (e.g., district improvement efforts, performance, and conditions).	

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply)

- State Accreditation
- Student Graduation and Completion Plan (Designated Graduation District)
- Gifted Education: Convergent
- Gifted Education: Divergent
- Biennial Plan
- Combined Plan
- Other

New Record

Action Step Name

Description of Action Step

Start Date

Target Date

Resources

Key Personnel



4

Member districts of a BOCES develop common plan.

In a BOCES, member districts submit the UIP. The BOCES Gifted Coordinator/Director collaborates with districts to develop a common performance challenge, target, and action plan. This plan is shared with member districts who then include the information within their district UIP as an attachment. Attaching the common plan to the district UIP denotes agreement to the plan for gifted students.

The BOCES Gifted Coordinator/Director will:

- Collaborate with member districts to:
1. Review progress on previous UIP targets;
2. Analyze and report current gifted trend data in order to identify a common performance challenge of gifted students in member districts;
3. Define a major improvement strategy that includes an action plan and a timeline for steps that will have a positive impact on gifted student performance;
4. Develop a gifted education target convergent of member districts; and
5. Describe how BOCES and/or districts will monitor progress.
Email the completed UIP Member District Attachment to member district superintendents with directions the document must be attached to the member district's UIP. The BOCES does not upload the UIP to CDE or post the document to the BOCES website. To meet the requirements, a district UIP that includes gifted students shall be submitted to CDE by the district based on the district's submission timeline for UIP.
Additionally, the BOCES will describe the action steps and timeline the BOCES will implement to address the common target in the Comprehensive Program Plan (CPP). During the Colorado Gifted Education Review (CGER) the BOCES will provide evidence of progress toward UIP targets and action steps the BOCES has implemented to address the common performance challenge of gifted students in member districts.

The member districts will:

- Collaborate with the BOCES Gifted Coordinator/Director to develop a common UIP Plan.
Access the online UIP form.
Section II: UIP Info: Select the box, "Gifted Education Divergent"
My District: On the My District tab in the UIP form, click the "Add Attachment" at the bottom of the page.
Upload the UIP Member District Attachment. Uploading the attachment denotes agreement to the plan.



Appendix A: UIP Worksheet for Gifted Education

Note: A Word template for this document is available on the Office of Gifted Education Website: UIP webpage <https://www.cde.state.co.us/gt/gifteduip>

This worksheet is intended to support the AU Gifted Coordinator/Director to record descriptions for the required gifted areas within the Unified Improvement Plan (UIP). The AU Gifted Coordinator/Director may then provide the worksheet to the personnel who input information into the UIP online form. The worksheet is **NOT** attached to the UIP. The information from the worksheet can be copied and pasted into the designated fields within the online form.

Provisions for monitoring gifted student performance is integrated into the UIP online form in FOUR (4) sections.

- I. Review progress on previous UIP **targets**;
- II. Analyze and report current gifted trend **data** in order to identify a common **performance challenge** of gifted students;
- III. Define a major improvement strategy that includes an **action plan** and a timeline for steps that will have a positive impact on gifted student performance; and
- IV. Develop a gifted education **target** and describe how progress will be monitored.

The worksheet below includes where in the UIP form to record information as well as a description of information to include. The third column provides a place for the AU Gifted Coordinator/Director to type the information that should be copied and pasted into the online form. Explicit directions for completing the UIP are included in the **UIP for Gifted Education Guidance Document** posted on the CDE website. Please contact your Gifted Education Regional Consultant (GERC) if you need technical assistance pertaining to UIP completion.

Be aware of reporting data that may reveal PII.

Section II: UIP Info The district UIP for Gifted Students is: (Check the box that applies)		Convergent	Divergent
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Gifted Education UIP Program Requirements	Directions	Description of Requirement
Section III: Data Narrative>Prior Year Targets Performance Indicator: Academic Achievement <ul style="list-style-type: none"> • Last Year’s Target • Performance on Target 	<i>Record previous target and reflection on progress towards previous year’s target(s).</i>	Prior Year Target: Reflections/Results:



<p>Section III: Data Narrative</p> <p>Data Analysis & Priority Performance Challenge</p> <ul style="list-style-type: none"> • Data Analysis – May be included in the Priority Performance Challenge Rationale, in a Trend Statement or Additional Trend Information • Priority Performance Challenge 	<p><i>A brief gifted data narrative is provided to show <u>evidence</u> for the performance challenge. Only include charts and/or graphs that provide notable evidence aligned to the performance challenge. Other gifted data are not necessary. The district may include the data or data statements in one of three sections of the data narrative tab.</i></p> <p><i>Identify the Priority Performance Challenge for gifted students.</i></p>	<p>Data Analysis:</p> <p>Priority Performance Challenge:</p>	
<p>Section IV: Action Plan</p> <ul style="list-style-type: none"> • Major Improvement Strategy • Action Plan & Timeline 	<p><i>Define the Major Improvement Strategy for gifted students and describe the district’s action steps and timeline that will have positive and long-term impact to improve gifted student performance.</i></p>	<p>Major Improvement Strategy:</p>	
<p>Section IV: Action Plan>Target Setting</p> <ul style="list-style-type: none"> • Performance target • Monitor progress 	<p><i>Set a common target for gifted students’ performance.</i></p> <p><i>Describe the interim measures to monitor progress of individual student performance.</i></p>	<p>Gifted Target:</p> <p>Monitor progress:</p>	<p>Timeline:</p>



Appendix B: Multi-district or BOCES Common Plan

Note: A Word template for this document is available on the Office of Gifted Education Website: UIP webpage <https://www.cde.state.co.us/gt/gifteduip>

Member districts within a multi-district AU or BOCES have three options for submitting a UIP that meet the requirements for gifted education.

1. The district may submit a UIP to CDE that includes gifted students (Option 1: Convergent or Option 2: Divergent).
2. For districts with 16 or fewer gifted students, the target and monitoring of progress may occur within the student’s Advanced Learning Plan and an action step for gifted students defined in the UIP.
3. Collaboratively work with other member districts of the BOCES to develop a common plan and upload this plan into the district UIP.

This document is intended to support the BOCES Gifted Coordinator/Director in developing a **common** Gifted Education UIP for member districts.

The BOCES Gifted Coordinator/Director will:

- Collaborate with member districts to:
 - Review progress on previous UIP targets;
 - Analyze and report current gifted trend data in order to identify a common performance challenge of gifted students in member districts;
 - Define a major improvement strategy that includes an action plan and a timeline for steps that will have a positive impact on gifted student performance;
 - Develop a gifted education target convergent of member districts; and
 - Describe how BOCES and/or districts will monitor progress.
- Email the completed UIP document to member district superintendents with directions the document **must** be attached to the **member district’s UIP**. The BOCES does not upload the UIP to CDE or post the document to the BOCES website. To meet the requirements, a district UIP that includes gifted students shall be submitted to CDE by the district based on the district’s submission timeline for UIP. Attaching the common plan to the district UIP denotes **agreement** to the plan for gifted students.
- Additionally, the BOCES will describe the action steps and timeline the BOCES will implement to address the common target in the **Comprehensive Program Plan (CPP)**. During the Colorado Gifted Education Review (CGER), the BOCES will provide evidence of progress toward UIP targets and action steps the BOCES has implemented to address the common performance challenge of gifted students in member districts.

Name of BOCES	
Date	
BOCES Gifted Education Contact	



District Superintendent Directions

In the “My District” section of the online UIP form, click the button “Add Attachment” to upload the common UIP Document. Uploading the attachment denotes agreement to the plan.

Gifted Education UIP Program Requirements	Directions	Description of Requirement
<p>I. PREVIOUS TARGET</p> <p>Performance Indicator: Academic Achievement</p> <ul style="list-style-type: none"> • Last Year’s Target • Performance on Target 	<p><i>Record previous target and reflection on progress towards previous year’s target(s).</i></p>	<p>Prior Year Target(s):</p> <p>Reflections/Results:</p>
<p>II. PRIORITY PERFORMANCE CHALLENGE</p> <ul style="list-style-type: none"> • Trend Statement/Analysis • Priority Performance Challenge 	<p><i>Provide a brief data narrative of aggregated data from member districts providing evidence for the common priority challenge. Only include data charts and/or graphs that illustrate or provide notable evidence for the performance challenge. It is not necessary to include other gifted data.</i></p> <p><i>Identify the Priority Performance Challenge for member districts.</i></p>	<p>Trend Analysis:</p> <p>Priority Performance Challenge:</p>



<p>III. MAJOR IMPROVEMENT STRATEGY</p> <ul style="list-style-type: none"> • Strategy • Action Plan & Timeline 	<p><i>Define the Major Improvement Strategy for gifted students in the BOCES and describe the BOCES action steps and timeline that will have positive and long-term impact to improve gifted student performance.</i></p>	<p>Major Improvement Strategy:</p>	
		<p>Action Plan:</p>	<p>Timeline:</p>
<p>IV. TARGET</p> <ul style="list-style-type: none"> • Performance target • Monitor progress 	<p><i>Set a common target for gifted students' performance.</i></p> <p><i>Describe the interim measures to monitor progress of individual student performance. Measures may vary for each district.</i></p>	<p>Gifted Target:</p> <p>Monitor of Progress (may be specific to each district):</p>	



Appendix C: UIP Quality Criteria Rubric

Note: The **complete** UIP Quality Criteria can be found on the Unified Improvement Planning General Resources link: <https://www.cde.state.co.us/node/16927>

For the inclusion of Gifted Education, make sure to view the **DISTRICT** rubric.

The following sections specific to Gifted Education are included in the UIP Quality Criteria Rubric.

1	<p>Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</p> <p><i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i></p>
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4	<p>Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement?</p> <p><i>Applicable Plan Elements: Action Plan</i></p>
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Gifted Education	Actions to Support Gifted Students	Describes an explicit approach to meet the performance needs of gifted education students.
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5	<p>Does the plan include elements to effectively monitor the impact and progress of the action plan?</p> <p><i>Applicable Plan Elements: Targets, Interim Measures, Implementation Benchmarks</i></p>
----------	--

Gifted Education	Gifted Education Targets	Describes annual performance targets for gifted education students.
	Gifted Education Interim Measures	Describes interim measures aligned to performance targets for gifted education students.