



Simplified!

The Unified Improvement Plan (UIP) for Gifted Education is more streamlined, allowing for district-level flexibility while still meeting the Exceptional Children’s Educational Act (ECEA) accountability requirements. Systemically, nothing new has been added or changed. The change for this year is **how** gifted information is submitted through the online system. A gifted education addendum is no longer necessary. Previously, the UIP Gifted Addendum included TEN (10) sections to complete. Now, the provision for gifted student performance is integrated into the UIP online form and includes 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.

Flexibility

Choose **one** of the FOUR (4) options that best fits your district or BOCES needs. Select the option and read the specific directions aligned to that option on the following pages.

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
- Directions: Pages 2-3

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
- Directions: Pages 4-5

3

- Small N Size does not allow for reporting of gifted student performance
- Monitor student performance through the Advanced Learning Plan with a an Action Step and statement pertaining to this method included in UIP
- Directions: Pages 6-7

4

- Member districts of a **BOCES** develop common plan
- Superintendent attaches common plan to the district UIP
- Directions: Page 8



Directions

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.
- **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.*
- **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:

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

Performance Indicator: Academic Achievement (Status)

Last Year's Target

Performance on Target

Cancel Save Academic Achievement (Status)

Performance Challenge(s)

[Add Performance Challenge]

Name

Description

Cancel Save Performance Challenge

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

Format



- **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.
- **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.
- **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.

+ 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

mm/dd/yyyy

Target Date

mm/dd/yyyy

Resources

Key Personnel

My District Section I: Summary of District Section II: UIP Info Section III: Data Narrative Section IV: Action Plans

Major Improvement Strategies Planning Form Full Plan Target Setting

Section IV: Action Plans - Target Setting

Performance Indicator: --None--

Measures / Metrics: --None--

2018-2019:

Annual Performance Targets

2019-2020:

Interim Measures for 2018-2019:

Cancel 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.
- **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

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).	

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

Performance Indicator: Academic Achievement (Status)

Last Year's Target

Performance on Target

Cancel Save Academic Achievement (Status)

Performance Challenge(s)

[Add Performance Challenge]

Name

Description

Cancel Save Performance Challenge

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

Format

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.
- **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.
- **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.

+ Add Major Improvement Strategy

Name

Describe what success will look like:

Describe the research supporting the strategy:

My District Section I: Summary of District Section II: UIP Info Section III: Data Narrative Section IV: Action Plans

Major Improvement Strategies Planning Form Full Plan Target Setting

Section IV: Action Plans - Target Setting

New Record

Action Step Name

Description of Action Step

Start Date

Target Date

Resources

Key Personnel

Performance Indicator: --None--

Measures / Metrics: --None--

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

Cancel Save



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 as described in Option Four below. 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.
- 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 for gifted education.

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.



- 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
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Section II: Improvement Plan Information

Context	Optional: Provide detail about district context (e.g., district improvement efforts, performance, and conditions).
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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)
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- 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; and
4. Develop a gifted education target convergent of member districts and 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.
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).

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.

UIP form tabs: My District, Section I: Summary of District, Section II: UIP Info. Section II: Improvement Plan Information table with Context and Optional: Provide detail about district context.

Checkboxes for requirements: State Accreditation, Student Graduation and Completion Plan, Gifted Education: Convergent, Gifted Education: Divergent, Biennial Plan, Combined Plan, Other.