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.

UIP Worksheet for Gifted Education

For Planning Purposes Only

The 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.

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;
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** 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 Simplified 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.**

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| --- | --- | --- |
| **Section II: UIP Info** The district UIP for Gifted Students is: (Check the box that applies) | **Convergent** | **Divergent** |

|  |  |  |
| --- | --- | --- |
| **Gifted Education****UIP Program Requirements** | **Directions** | **Description of Requirement** |
| **Section III: Data Narrative>Prior Year Targets**Performance Indicator: Academic Achievement* Last Year’s Target
* Performance on Target
 | *Record previous target and reflection on* ***progress*** *towards previous year’s target(s).* | Prior Year Target: Reflections/Results:  |
|  |
| **Section III: Data Narrative**Data Analysis & Priority Performance Challenge* Data Analysis – May be included in the Priority Performance Challenge Rationale, in a Trend Statement or Additional Trend Information
* Priority Performance Challenge
 | *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 three sections of the data narrative tab.**Identify the* ***Priority Performance Challenge*** *for gifted students.* | Data Analysis: Priority Performance Challenge:  |
|  |
| **Section IV: Action Plan*** Major Improvement Strategy
* Action Plan & Timeline
 | *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.* | Major Improvement Strategy: |
| Action Plan: | Timeline: |
|  |
| **Section IV: Action Plan>Target Setting*** Performance target
* Monitor progress
 | *Set a common* ***target*** *for gifted students’ performance.**Describe the interim measures to* ***monitor progress*** *of individual student performance.*  | Gifted Target:Monitor progress: |