




UNIFIED IMPROVEMENT PLAN QUALITY CRITERIA (DISTRICT LEVEL)

SECTION III: NARRATIVE ON DATA ANALYSIS AND ROOT CAUSE IDENTIFICATION

Required Element (definition)	Criteria
Data Narrative (overall) <i>Describes the “data story” and process of data analysis; a synthesis of the analysis and presentation of notable findings.</i>	
Previous Performance Targets	Same PLUS ...
	<ul style="list-style-type: none"> Includes trend data for gifted student performance at aggregate or grade range level, and within disaggregated groups of students (e.g., minority, gender, Free and Reduced Lunch, ELL) Trend analysis is provided gifted students for at least one of the following 1) Achievement at the Advanced level 2) Move-up growth, and/or 3) Median Growth Percentiles.
Priority Performance Challenges	Same PLUS ...
	<ul style="list-style-type: none"> Clearly identifies the needs of gifted students in at least one priority performance challenge for which the district did not meet state or local expectations in student achievement, growth, or growth gaps; or for which the gifted data indicate a divergent performance challenge for gifted students/student group.
Root Causes	[SAME]




SECTION IV: ACTION PLANS

District/Consortium Target Setting Form

Required Element (definition)	Criteria
Performance Targets (2 years)	Same PLUS ...
	<ul style="list-style-type: none"> Specifies target(s) for gifted education students that is/are consistent with the related priority performance challenge (e.g., group, measures.)

<i>Required Element (definition)</i>	<i>Criteria</i>
Interim Measures	[SAME]

Action Planning Form

<i>Required Element (definition)</i>	<i>Criteria</i>
Major Improvement Strategies	[SAME]
Action Steps	Same PLUS ...
	<ul style="list-style-type: none"> Includes actions that address the Tier II or Tier III strategies or approaches that are evidenced-based in gifted education (e.g., supplemental curriculum, compacting, acceleration, higher level critical and creative thinking, expanded/extended opportunities, grouping with appropriate instruction, adjusted pace for direct instruction and formative practice). Describes the professional development that will have positive and long term impact to improve performance of gifted students (or to increase capacity of educators working with gifted students). Includes activities for parental awareness and involvement in improvement strategies.
Timeline	[SAME]
Key Personnel	[SAME]
Resources	Same PLUS ...
	<ul style="list-style-type: none"> Describes how gifted education funds will be used to support improvement strategies and action steps.
Implementation Benchmarks	[SAME]
Status	Same PLUS ...
	<p>Required Addendum</p> <ul style="list-style-type: none"> Integrates the academic accountability requirements for the gifted student disaggregated group into the district's overall plan for improvement and growth. It is highly recommended that improvement foci blend with the district's data narrative and action plan, unless gifted student data directs efforts towards a different content area, grade level, or student sub-group.