Session Title: Nuts and Bolts of Gifted Annual Plan Development (UIP)

Key Takeaways:

- The Unified Improvement Plan addendum documents 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).
    - 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.

- The Colorado General Assembly passed legislation in 2014 that established an appropriation for an AU gifted education grant program. 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.

- UIP Elements for Gifted Education
    - Annual gifted student performance target(s);
    - An action plan to meet the target(s); and
    - A timeline to report on progress toward targets.

- Four Requirements for monitoring gifted student performance sections.
    - Review progress on previous UIP targets;
    - Analyze and report current gifted trend data to identify a common performance challenge of gifted students;
    - 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
    - Develop a gifted education target and describe how progress will be monitored.

- Steps for Completing the UIP for Gifted Students
    - Step 1: Analysis of Gifted Data
    - Step 2: Determine Type of Plan Inclusion
    - Step 3: Report on Previous Targets
    - Step 4: Describe Performance Challenge
    - Step 5: Develop an Improvement Strategy
    - Step 6: Develop an Action Plan & Timeline
    - Step 7: Establish a Target
    - Step 8: Monitor Progress

- The Office of Gifted Education provides the following guidance a district may wish to consider when fulfilling the gifted requirements for the UIP. There are 4 options:

Single-district AUs

Option1: Analysis of data indicate an improvement area for gifted students is convergent (same) as the needs of the district. 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. *Gifted students are embedded within the District UIP or complete the UIP GT Addendum pertaining to gifted students.*

Option 2: Analysis of data indicate an improvement area for gifted student
is divergent (different) from the needs of the district. In this case, the district will be directed to complete each of the four required sections specifically addressing gifted students. Complete 4 requirements within the District UIP or UIP GT Addendum pertaining to gifted students.
The decision between method one or two will customize directions for each of the four (4) UIP areas for gifted students. *Gifted students are embedded within the District UIP or complete the UIP GT Addendum pertaining to gifted students.*

Multiple-district AUs, BOCES, or Small "N"

Option 3: In multiple-district AUs or in BOCES, member districts submit the UIP. AU Gifted Coordinators/Directors do not submit the UIP but may collaborate with districts to develop a common plan that includes a performance challenge, target, action plan, and process to monitor progress. This plan is shared with member districts who then upload the plan within their UIP submission.

Option 4: 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 and when n-size is 20 students or more for growth results. Districts with a small number of gifted students (fewer than 16), may use the student's Advanced Learning Plan to meet the gifted requirements for UIP.

Resources:

- https://www.cde.state.co.us/gt/gifteduip

- http://www.cde.state.co.us/uip/resources