

Gifted Annual Plan

School Year 25-26

Purpose and Directions

The purpose of the Gifted Education Annual Plan 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 Education Act (ECEA) for the Gifted Education Annual Plan. This plan fulfills the necessary components of the UIP Addendum for gifted and will be posted by CDE in connection with the district UIP. An AU shall submit an annual plan no later than April 15th in order to receive AU gifted education funds for the next fiscal year.

Directions:

To fulfill requirements set forth in ECEA, each AU must identify 1 to 3 major improvement strategies annually. BOCES or Multi-District AUs may set improvement strategies for entire AU or individual districts. Based on AU identified program elements within the CPP or through the GEM process, each year the AU will identify a priority performance challenge, develop a major improvement strategy, and establish annual target(s) identified to shift practice and improve gifted student performance. Complete plans address all key requirements for each target.

Major Improvement Strategy 1 (Required)

Select the program element your annual plan will address.

Identification Procedures

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last year's target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, [data analysis](#), policies and procedures, and/or research, etc.

At our beginning-of-year all district admin meeting in July 2024, our superintendent set the tone for the school year with a two-word goal - - "Disrupt Disproportionality." In that vein, our Gifted Annual Plan for 24-25 aligned with both of those programmatic foci. For our plan goal, we used Poudre School District (PSD) demographic data, qualitative survey data gathered during our 23-24 Gifted Education Monitoring (GEM), and site-level identification data to attempt to drill down to more specific root causes of the increased gender GT ID disproportionality AND to identify potential moves we can make to shift our gender percentages. This is a big goal, and we will continue this work in the 25-26 SY as well.

Determine the student performance priority this program element will address.

What is the current state of student performance this plan aims to address?

This Annual Plan will continue to dig into the gender disproportionality in our gifted identification numbers across the district. As previously mentioned, we district ID team would like to drill down to a few specific root causes. And then . . . I hope to spark conversations of change to hopefully start mitigating some of those root causes.

Set anticipated annual target(s) including action steps and timeline for implementation with specific benchmarks and dates.

Our district gifted ID team continues to be overloaded and underfunded due to declining enrollment and cuts in FTE staffing in our department. We made small strides in data gathering for this Annual Plan in 24-25, and we will continue this work in 25-26.

I started this work in 24-25 by engaging the 50+ gifted site coordinators in our district in authentic conversation

and brainstorming ideas for root cause investigation. From that brainstorming, our team gathered data with our IT department around some of the ideas that surfaced

Examples of ideas:

How many gifted girls have we lost to district or state charters in the last few years?

Are we focusing too much on one type of gifted ID in elementary schools and missing students?

Are there literally more teacher referrals for boys?

Do our 2nd grade girls not perform as the boys on universal 2nd grade screening?

Moving into 25-26, I do plan to build and utilize heat maps for some of these root causes to spark discussion with my direct supervisor. This discussion will be the start of hopefully finding small ways to mitigate some of these patterns.

Also, from the work that I did with gifted site coordinators in 24-25, it became obvious that this conversation really needs to focus in first elementary data.

Explain how meeting this target will improve gifted student performance.

What is the desired state of student performance once this target is met?

My end hope is, that by asking the right questions about the root causes of PSD's gender disproportionality in total gifted identification numbers, we can affect change at building levels and better find the students we need to support.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each area below:

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

1. Kirstan Morris
2. Kirstan Morris
3. Gifted Identification Team (3 district level staff) and Gifted Site Coordinators (50+ site-level staff)
4. Director of Curriculum

Identify the measures used to assess the success of the proposed action(s).

Demographic data (transfer student information)

Enrollment data

Gifted ID data

Elem GT enrichment group offering data

CogAT data by gender AND paper vs. online

Teacher and parent referral data

Talent pool data, elem site-by-site

Determine Alignment to district/BOCES priorities.

In what ways is this work convergent with other priorities within district/BOCES? If this work is divergent, what opportunities are there to connect with other work/departments/priorities so it isn't a stand alone initiative?

(Please refer back to the answer to the first question in this document. This goal is convergent with other priorities in PSD.)

Major Improvement Strategy 2 (Optional)

Major Improvement Strategy 3 (Optional)

Assurances

Annual Plan Assurances

In accordance with the Exceptional Children's Education Act, the AU shall comply with all applicable state and federal laws and regulations regarding the gifted education annual plan.

Assurances for Administrative Units (AUs) regarding submission of annual plans for gifted education:

- Administrative Units (AUs) are required to submit an annual plan to the Department, which serves as an addendum to the Unified Improvement Plan (UIP) specifically tailored to gifted education.
- The annual plan shall include a detailed action plan outlining specific strategies geared towards achieving predefined targets for improving gifted student performance.
- Administrative Unit Gifted Education Directors of Record are responsible for submitting the Gifted Education annual plan.
- The annual plan must be submitted no later than April 15 each year.
- District UIP teams have different timelines and deadlines. Therefore, coordinating services and resources requires collaboration between the district UIP team and AU Gifted Director of record in order to be aligned with improvement planning practices to meet state board rule.
- AUs must submit the annual plan before receiving gifted education funds.
- In alignment with state board rule improvement planning requirements, the Gifted Education Annual plans will be posted publicly in conjunction with district Unified Improvement Plans.
- Personally Identifiable Identification (PII) is not included in any part of the annual plan.

I, as the Gifted Education Director of Record, acknowledge I have read and understand the above assurances.

AU Gifted Education Director of Record Name

Kirstan Morris