

## 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.**

Data analysis of gifted and talented identification within CCSD documents the need for continued improvement toward the attainment of proportional identification by race. CCSD has made improvement on this goal in the 2024-25 school year; however, the district has yet to meet the goal with equitable identification. This continued goal along with the targets included are in alignment with and outlined in our district's Strategic Plan.

There are a multitude of well-researched factors contributing to the root cause of the problem of disproportionality which apply to the greater nation as well as those that exist within CCSD. The root cause factors include, but are not limited to, lack of early referrals, lack of targeted strength-based programming, misconceptions and lack of understanding of GT characteristics as they present in underrepresented populations, lack of alignment and consistency in identification practices, and lack of equitable assessment practices.

Determine the student performance priority this program element will address.

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

Equity and access are the student performance priorities that this program element/goal will address. CCSD is committed to strength-based programming, and talent development to support the equitable identification of students in underrepresented populations.

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

1) Data analysis of GT Identification by race by individual school (August 2025 baseline Beginning of the year data, January 2026 Mid-year data, May 2026 End of year data with longitudinal comparison since August of

2024.)

2) District led goal setting meetings with individual schools (Goal setting meetings = Fall 2025, End of Year Goal debrief meetings = May 2026)

3) Disaggregation of Universal Screening data by school and targeted NSS GT teacher training utilizing local norming analysis. (Semester 1 of 2025)

Explain how meeting this target will improve gifted student performance.

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

Meeting our target of attaining proportional identification by race will ensure that all gifted and talented students within CCSD have access and opportunity to benefit from gifted programming to support their continued growth and achievement.

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):**

Responsible Person(s): Teachers of Neurodiverse Students, Building Administrators, Neurodiverse Student Services District-Level Staff

Accountable Person(s): Director of Neurodiverse Student Services

Consulted Person(s): Research in the area of Identification of Underrepresented Populations

Informed Person(s): District Leadership Team, Board of Education, and parent constituents

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

Neurodiverse Disproportionality Scorecard(s) - Overall district scorecard and individual school scorecards

Scorecards are built using Dr. Donna Ford's research-based, statistical variance.

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?**

This goal is embedded in the Cherry Creek Schools District Strategic Plan. The attainment of proportional identification by race is not only a department goal, but it is a district-wide initiative.

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

Rebecca Lopez