

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.

Criteria for Exceptional Ability Talent Pool

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.

Establishing a Tier II Talent Pool Enrichment (students scoring at the 92nd-94th pr) for gifted education is a widely recognized practice that helps to identify and support a diverse group of students with potential for high achievement. The evidence and rationale for having a talent pool includes: inclusivity and equity, developmental approach, flexibility and responsiveness, enhancing talent development, and fostering a positive learning environment.

1. Inclusivity and Equity - Research shows that traditional methods of identifying gifted students, such as standardized tests, can be biased against students from underrepresented groups, including those from lower socioeconomic backgrounds, English language learners, and minority groups. A talent pool approach allows for the identification of students who may not perform well on standardized tests but show potential through other measures. Studies have found that early, narrow identification can lead to a reduction in the diversity of students in gifted programs. A talent pool ensures a wider range of students are considered for services. By casting a wider net and using multiple criteria to identify students, a talent pool can promote equity by recognizing diverse talents and ensuring that gifted services are available to all students who might benefit from them, not just those who fit a narrow definition of giftedness.

2. Developmental Approach - Research by Carol Dweck and others suggests that students who are identified early as gifted may develop a fixed mindset, believing their abilities are innate and unchangeable. A talent pool encourages a growth mindset by focusing on potential and the development of abilities over time. Studies in developmental psychology suggest that giftedness can manifest differently over time and that potential can be

nurtured and developed with appropriate support. A talent pool acknowledges that students develop at different rates and that early identification is not always an accurate predictor of future success. It provides an ongoing opportunity for students to demonstrate and develop their abilities, ensuring that all students have the chance to reach their full potential.

3. Flexibility and Responsiveness - Research indicates that children's abilities and interests can change over time. A talent pool allows for flexibility in identification and placement, responding to changes in student development and interests. Educational research supports the idea that instruction should be differentiated to meet the needs of individual learners. A talent pool provides a framework for differentiating services and supports based on current student needs and readiness levels. By maintaining a flexible approach to gifted education, a talent pool allows educators to adapt to the evolving needs and strengths of students, providing appropriate challenges and support as students grow and change.

4. Enhancing Talent Development - Talent pools support students' exposure to a wide range of experiences and opportunities, which is crucial for talent development. Studies suggest that early exposure to diverse learning experiences is key to identifying and nurturing talent. Research shows that gifted students who are not challenged appropriately can become underachievers. A talent pool approach allows educators to identify and support students who may be at risk of underachieving due to lack of appropriate challenge. A talent pool encourages a more comprehensive approach to talent development, focusing not only on students who are currently performing at high levels but also on those who show potential for future high performance.

5. Fostering a Positive Learning Environment - Research shows that students benefit from learning environments that are inclusive and supportive. A talent pool approach reduces stigma and promotes a more positive and inclusive school culture. Studies have found that gifted students often have unique social-emotional needs. By creating a talent pool, schools can provide targeted support that addresses both the academic and social-emotional needs of students. By fostering a positive learning environment and supporting the whole child, a talent pool approach helps to create a school culture that values diversity, inclusion, and the development of all students.

Including Tier II Talent Pool Enrichment (those scoring in the 92nd to 94th percentile) in Cañon City School's gifted and talented program is crucial for several reasons:

1. Recognizing Emerging Potential

Development Over Time: Students in the 92nd to 94th percentile may not yet exhibit the same level of performance as their higher-achieving peers, but they often have significant potential. Including them in GT programs allows their abilities to be nurtured, helping them reach their full potential as they continue to develop.

Growth Mindset: A gifted and talented program that includes talent pool students promotes a growth mindset, where students see their abilities as something that can be developed with effort, practice, and support. This can help students in the talent pool build confidence and ambition.

2. Preventing Underachievement

Engagement and Motivation: Talent pool students may become disengaged or bored in the general education classroom if they are not sufficiently challenged. A gifted program provides the intellectual stimulation and challenges necessary to keep them engaged in learning.

Avoiding Plateauing: Without proper support and enrichment, talent pool students might plateau academically. Including them in gifted programs allows educators to provide enrichment and advanced instruction before a lack of engagement leads to a decline in performance.

3. Promoting Equity and Opportunity

Reducing Bias in Identification: Often, students from underrepresented groups (e.g., low-income, minority, ELL students) score in this percentile range. Including talent pool students helps to ensure these students have access to advanced opportunities, helping to close achievement gaps.

Inclusive Opportunities: Talent pool students may show talent in areas beyond traditional academic skills, such as creativity, leadership, or problem-solving. By broadening the criteria for gifted participation, the program fosters inclusivity and recognizes a wider range of abilities.

4. Flexible, Long-Term Development

Dynamic Identification: Students in the talent pool may not yet have fully developed their abilities but show potential that will unfold with time and support. Including them in the program ensures they are part of a long-term development plan.

Non-Static Giftedness: Giftedness is not a static trait, and students' performance and potential can change over time. By incorporating talent pool students, gifted programs acknowledge that ability can emerge gradually, especially when students are provided with the appropriate environment.

5. Supporting Twice-Exceptional (2E) Students

Hidden Potential: Some talent pool students may be twice-exceptional, meaning they have both a high ability and a learning disability. These students might not score in the highest percentiles but still need access to gifted programming to fully develop their strengths while also receiving support for their challenges.

Mitigating Challenges: Without inclusion in gifted programs, 2E students in the 92nd to 94th percentile might remain overlooked, despite having significant potential that can be developed through appropriate support.

6. Providing Early Identification and Enrichment

Catching Students Early: By including talent pool students, schools provide early enrichment and interventions that can guide students into higher levels of performance later on. Early exposure to advanced learning opportunities can increase the likelihood that these students eventually score in the higher percentiles.

Nurturing a Wide Range of Talents: Some talents may not fully manifest in early grades, but including talent pool students in a gifted program allows for long-term observation and nurturing of those abilities.

7. Maintaining Program Flexibility

Adjustable Curriculum: Talent pool students might benefit from differentiated instruction that gradually increases in intensity. Including them in gifted programming allows educators to tailor interventions and challenges to their evolving needs.

Support for Talent Exploration: Gifted programs provide opportunities for students to explore different subjects and areas of interest, helping talent pool students discover and develop new skills that might not emerge in traditional classrooms.

Including Tier II Talent Pool Enrichment in Cañon City School's gifted and talented program ensures that students with emerging abilities are not left behind, promotes equity, and supports a broader view of giftedness and talent development, benefiting both students and the school community. It is a responsive approach to identifying and supporting gifted students. It helps to ensure that a diverse range of students has access to appropriate educational opportunities, thereby promoting both equity and excellence in education.

Determine the student performance priority this program element will address.

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

One student performance priority for establishing a Tier II Talent Pool Enrichment in gifted education is recognizing and nurturing potential rather than solely focusing on current achievement.

The primary goal of a Tier II Talent Pool Enrichment is to identify students who may not yet have demonstrated high levels of achievement but show signs of potential in specific areas, such as creativity, problem-solving, leadership, or subject-specific skills. By prioritizing potential, educators can provide opportunities and resources to students who might not otherwise be identified through traditional achievement-based criteria.

Once students are identified as having potential, the focus shifts to nurturing and developing their abilities. This involves providing differentiated instruction, challenging tasks, and enrichment opportunities that cater to their strengths and interests. A talent pool allows for a dynamic and ongoing assessment of students' abilities, helping educators to provide targeted support that can foster growth and encourage students to reach their full potential.

By prioritizing the recognition and nurturing of potential, a talent pool approach helps create a more inclusive and equitable system for identifying and supporting gifted learners, ensuring that all students who have the capability to excel are given the opportunity to do so.

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

To establish a purposeful and anticipated annual target for implementing a Tier II Talent Pool Enrichment in a gifted program, it is essential to set clear goals, action steps, and timelines. Here's a comprehensive plan with specific benchmarks and dates:

Annual Target:

By the end of the school year, successfully identify and support a diverse group of 1% of students (Tier II Talent Pool Enrichment) across K-5 grade levels through multiple measures and provide appropriate enrichment and extension opportunities to nurture their potential.

Action Steps and Timeline for Implementation:

1. Planning and Preparation (September)

Action Step: Form a Talent Pool Planning Committee comprising gifted education specialists.

Benchmark: Committee is formed and meets to establish roles and responsibilities by the end of September.

Action Step: Develop criteria for identifying students for the talent pool using multiple measures (e.g., teacher nominations, data digging, observational checklists, and non-verbal assessments).

Benchmark: Identification criteria are finalized and approved by mid-September.

Action Step: Provide professional development for teachers and staff on recognizing potential giftedness and using the new identification criteria.

Benchmark: Information distributed to classroom teachers by the end of September.

2. Identification Phase (October - November)

Action Step: Collect data from multiple sources to identify students who may qualify for the talent pool. This includes gathering teacher nominations, conducting assessments, and reviewing student data.

Benchmark: Data collection is completed by mid-October.

Action Step: Hold a meeting with the Talent Pool Planning Committee to review the collected data and make initial selections for the talent pool.

Benchmark: Initial talent pool list is created by the end of October.

Action Step: Communicate with parents and guardians of selected students to inform them about the talent pool process and provide consent for participation.

Benchmark: Parent communications are sent, and consents are collected by mid-November.

3. Implementation of Enrichment and Support (December - March)

Action Step: Develop and implement enrichment activities, extension projects, and differentiated instruction strategies tailored to the needs of students in the talent pool.

Benchmark: Enrichment activities and support plans are developed by the end of November and implemented starting in December.

Action Step: Schedule regular check-ins with teachers, students, and parents to monitor progress and adjust support as needed.

Benchmark: First round of check-ins is completed by the end of January.

Action Step: Provide ongoing resources and support for teachers to refine differentiation techniques and share best practices.

Benchmark: Additional resources given by mid-February.

4. Mid-Year Evaluation and Adjustment (April)

Action Step: Conduct a mid-year evaluation of the talent pool program to assess its effectiveness, including analyzing student progress, gathering teacher feedback, and surveying parents.

Benchmark: Mid-year evaluation is completed by early April (STAR data).

Action Step: Adjust the talent pool composition and enrichment activities based on the mid-year evaluation results.

Benchmark: Adjustments are implemented by the end of April.

5. End-of-Year Review and Reporting (May)

Action Step: Conduct a comprehensive end-of-year evaluation to measure the success of the talent pool program against the initial target.

Benchmark: End-of-year evaluation is completed by mid-May.

Action Step: Prepare a report summarizing the outcomes, including the number of students identified, types of support provided, and progress made.

Benchmark: Report is finalized and shared with stakeholders by the end of May.

Action Step: Hold a meeting with the Talent Pool Planning Committee to discuss successes, challenges, and areas for improvement for the next school year.

Benchmark: Committee meeting is held by early May.

Action Step: Plan for the next school year, incorporating feedback and making necessary adjustments to the talent pool criteria, process, and support strategies.

Benchmark: Planning for the next school year is initiated by the end of August 2025.

Summary of Key Dates:

August: Form committee and establish roles.

September: Develop identification criteria and provide support materials.

October: Collect data and create an initial talent pool list.

November: Communicate with parents and finalize the talent pool.

December - March: Implement enrichment activities and monitor progress.

April: Conduct mid-year evaluation and make adjustments.

May: Complete end-of-year evaluation, report outcomes, and plan for the next year.

By following this timeline and achieving these benchmarks, the gifted program will effectively implement a talent pool that identifies and nurtures diverse student potential throughout the school year.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve talented student performance by:

Providing Targeted Support: By identifying students based on potential, not just current achievement, the program ensures that all students with latent talents receive the necessary resources and challenges to develop their abilities. This targeted support helps students engage more deeply with their learning and develop skills at a pace suited to their needs.

Enhancing Engagement and Motivation: The enrichment activities and differentiated instruction offered to the talent pool are designed to align with students' interests and strengths, fostering a more engaging and motivating learning environment. When students are more engaged, they are more likely to excel and show improvement in their performance.

Promoting Equity and Inclusivity: By using multiple measures for identification, the talent pool approach ensures a diverse range of students is recognized and supported, which addresses potential biases in traditional identification methods. This inclusivity promotes a culture where all students have the opportunity to develop their talents, leading to improved overall performance.

Fostering Growth Mindset: The continuous monitoring and support throughout the year encourages a growth mindset in students, helping them understand that abilities can be developed with effort and persistence. This mindset is associated with higher achievement and resilience, as students are more likely to embrace challenges and learn from setbacks.

By achieving these outcomes, the program enhances the academic, social, and emotional development of talented students, leading to sustained improvements in performance and overall success.

*We are in our initial stage of introducing a tier II talent pool in Canon City School District. Data will be available to report during the fall of 2025.

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

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authority of each area below:

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

Responsible Person(s): GATE Personnel (4 endorsed gifted specialists and 1 endorsed gifted coordinator)

Accountable Person(s): GATE Personnel (4 endorsed gifted specialists and 1 endorsed gifted coordinator)

Consulted Person(s): South Central Region colleagues and GERC

Informed Person(s): Adam Hartman, Cañon City Schools Superintendent

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

The success of the proposed action to establish a Tier II Talent Pool Enrichment in the gifted program can be assessed using a variety of measures:

1. Student Performance Metrics

Growth in Academic Achievement: Track the progress of students in the talent pool through district STAR test scores, grades, and other academic assessments to measure improvement over time.

Performance in Enrichment Activities: Evaluate students' participation and performance in enrichment and extension activities, such as projects, competitions, and creative tasks, to gauge their engagement and skill development.

2. Student Engagement and Behavior

Student Surveys and Feedback: Conduct surveys or focus groups with students in the talent pool to gather qualitative data on their engagement, motivation, and satisfaction with the program.

Attendance and Participation Rates: Monitor attendance and participation in talent pool activities to ensure students are actively involved and benefiting from the program.

3. Teacher and Staff Feedback

Teacher Observations and Reports: Collect feedback from teachers and staff on student progress, engagement, and the effectiveness of differentiation strategies and enrichment activities.

Professional Development Utilization: Assess how teachers are applying the strategies provided, including their ability to differentiate instruction and support the diverse needs of students in the talent pool.

4. Parent and Guardian Feedback

Parent Surveys: Gather input from parents and guardians about their child's experience in the talent pool, including perceived growth, engagement, and satisfaction with the program.

5. Equity and Diversity Measures

Diversity of the Talent Pool: Analyze demographic data to ensure the talent pool represents a diverse cross-section of the student population, including factors such as socioeconomic status, race, ethnicity, gender, and language background.

Equity of Access: Evaluate whether all students, regardless of background or initial achievement levels, have had equitable opportunities to be identified for the talent pool and to participate in enrichment activities.

6. Program Evaluation and Adjustment

Mid-Year and End-of-Year Evaluations: Conduct formal evaluations at mid-year and end-of-year to review overall program effectiveness, including student outcomes, program implementation fidelity, and feedback from all stakeholders.

Continuous Improvement Plan: Use evaluation results to make data-driven decisions for program adjustments and future planning, ensuring the talent pool continues to meet student needs effectively.

By using these measures, the program can provide a comprehensive assessment of its success in identifying, nurturing, and supporting talented students, leading to ongoing improvement and effectiveness in gifted education.

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?

Adding a Tier II Talent Pool Enrichment (students scoring at the 92nd-94th pr) to gifted education aligns well with Cañon City Schools' strategic plan by supporting Priority One: Learning with the key goals around equity, personalized learning, and student growth. Here's how it converges with the broader district vision:

Priority One: Learning

Meeting Students Where They Are: By adding a Tier II Talent Pool Enrichment, Canon City Schools will embrace a more personalized approach to education, ensuring that students who show emerging potential (typically those in the 92nd to 94th percentile) receive appropriate challenges and opportunities to grow. This tiered model recognizes that students' needs vary and that talent can emerge at different rates.

Flexible Learning Pathways: The Tier II Talent Pool Enrichment provides differentiated instruction, allowing students to advance based on their unique learning needs and rates of growth.

Rigor: To add rigorous instruction for Tier II talent pool students and ensure high-quality learning, we will focus on a blend of differentiation, enrichment, and continuous progress monitoring. We will conduct diagnostic assessments to identify students' existing knowledge and skills which will allow us to determine their strengths and instructional needs. We will assist classroom teachers in streamlining the standard curriculum by compacting content that students already know, which will allow more time for advanced, enriched, and/or in-depth learning. We will engage students in solving real-world problems that require research, analysis, and creative solutions and provide opportunities where students can explore their talents in more depth. We will also use formative assessments regularly to track progress and adjust instruction while encouraging students to set learning goals, reflect on their progress, and take ownership of their learning journey. Finally, we will communicate regularly with parents to discuss progress, challenges, and areas of growth.

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

Shyla Christiansen