

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.

Programming

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.

Durango 9R participated in the GEM process during the 2022-2023 school year. Although we were found in compliance in the area of programming, the district is continuing to improve programming through differentiated and targeted instruction to meet students needs.

To align with our district wide initiative, the gifted department will be implementing targeted co-teaching practices as an additional service delivery model for our students. We believe all students need targeted support all day, therefore teachers need to collaborate through co-teaching to ensure we are meeting this student need. Co-Teaching creates capacity for all learners needing varied supports, increased sense of belonging in order for all to receive core instruction to achieve growth and achievement.

Determine the student performance priority this program element will address.

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

An area of growth as identified in our GEM process was providing teachers with research-based strategies to provide students with rigorous instruction for Gifted students that are consistently implemented across the district. Another related area of growth was to increase professional development for teachers around differentiated instruction for gifted learners. Professional development provided through the co-teaching model will address this need.

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

1. In May, gifted teachers and their general Ed co-teacher will attend initial in-depth training for co-teaching practices.

2. In July, Building leaders will participate in an overview training on implementing co-teaching practices in their school.
3. Three follow up training sessions will take place during the school year on professional development days (Sept, Feb, April).
4. Building leaders, coaches and the gifted specialist will do quarterly observations of co-teaching pairs to provide feedback.
5. In May 2026, another intensive training for new co-teaching pairs and/or train the trainer model to continue and increase work done this 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 gifted student performance by providing students with targeted instruction to allow continued learning and growth even when grade level standards are already being met.

Co-teaching offers notable potential benefits for gifted learners, particularly in facilitating enhanced differentiated instruction, increased access to enrichment and acceleration, opportunities for more individualized attention, and the fostering of intellectual peer interaction.

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. Responsible Persons: building principals, building co-teaching teams, gifted teachers
2. Accountable Persons: Gifted Specialist
3. Consulted Persons: District Co-teaching Leads
4. Informed Persons: Executive Director of Student Support Services, Executive Director of Curriculum, Assessment and Instruction, Chief Academic Officer

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

The following NAGC programming standards will be used to guide the implementation and evaluation of success of the co-teaching practices in the district.

3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.

5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.

Evaluation of the model's success will be determined by classroom observations, teacher and student surveys, as well as student achievement data as measured by district benchmark data (I ready, STAR).

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 work supports and connects to the collaborative district initiative to implement co-teaching practices for several student populations that need differentiated support (SPED, ELD and GT). The district has stated "We believe that co-teaching provides a meaningful service delivery model that meets the needs of many dynamic learners, and when done well, our students will thrive."

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

Emily Urban