

## 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.**

During the school year 24/25, I offered a professional development on Depth and Complexity. While it was only attended by a few, those teachers who implemented critical thinking through depth and complexity felt that it was valuable to their teaching. Some teachers wished that the training would be at the beginning of the year. One teacher commented that they were able to have more discussion with her students. She also liked the tools that were demonstrated. They helped the discussion be stronger and continued through classwork.

A high school biology teacher told me that the students gave more complex answers because of the questioning and icon support than they had given previously.

Because of the success and need for critical thinking, I will continue this goal for the 25/26 school year.

Determine the student performance priority this program element will address.

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

- The mindset of many classroom teachers is that the gifted student's needs are met elsewhere. They do not know how to differentiate for gifted students. Differentiation will change the teacher's perception of gifted students.

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

Both districts will have an opportunity to have depth and complexity strategies to incorporate into their classroom.

Teachers will use Depth and Complexity questioning in the classrooms to provide critical thinking opportunities as well as to differentiate for students who are needing more challenging work. It will also provide more observation data for those who need more data to identify.

Instead of waiting until middle of the year to begin a professional development on depth and complexity, the school year will include depth and complexity in its teacher preparation for the year.

Explain how meeting this target will improve gifted student performance.

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

Depth and Complexity questioning in the classrooms has shown to provide critical thinking opportunities to engage students who need more challenge. This will enable students to improve their achievement. Depth and Complexity training will improve gifted student performance through a paradigm shift of who is responsible for meeting the needs of gifted students.

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): Classroom teachers; Gifted Liaisons; Gifted Director; Students; Ben Palmer; Marcia Hester; and Erin Peak

Accountable Person(s): Gifted director: Michelle Buscho; Instructional Coaches

Consulted Person(s): Gifted Director: Michelle Buscho; Instructional Coaches

Informed Person(s): Chief Academic Officer: Marcia Hester; Ben Palmer; Principals; Leadership teams

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

Teachers will use an implementation log to track what depth and complexity icons and strategies they used. With the implementation log, they will show the increase of critical thinking opportunities in their lesson.

Looking at the growth for the teachers who took the Depth and Complexity PD, their growth on i-ready, as a whole, was more than those who didn't take the class.

With additional training opportunity for teachers at the beginning of the year, the expectation will be that more teachers will be implementing Depth and Complexity as measured by observations by gifted liaisons and district coaches.

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?**

Through developing critical thinking in the classroom to differentiate for our Gifted Students, the classroom teachers will be using daily success criteria to focus instruction and data collection for all students. The focus of all students is to increase critical thinking and improve the success of all students.

Success Criteria is observed through Walk through data from coaches and administration, conversations between coaches, teachers, and students.

Data from the i-ready benchmark (Weld 8) and the NWEA benchmark (Weld 3J) will show growth in the area that are identified as gifted and talented.

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

Michelle Buscho