

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.

ALP Procedures and Responsibilities

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.

Based on our last GEM - Monitoring Compliance Report, our ALP Procedures and Responsibilities is still an emerging practice at the middle school and high school levels. We will focus on this area to ensure that every gifted student is getting an updated ALP written every year.

ALP procedures and responsibilities are compliant at elementary sites, but they are partially compliant at other sites. This is due to lack of personnel, staffing changes over the years, lack of staff training and scheduling differences between sites.

Current practice:

At elementary sites, the gifted education teacher is responsible for ALP procedures and responsibilities.

At middle school sites, the gifted education teacher from the elementary site (Gunnison) or gifted education teacher at site (0.5 FTE Crested Butte) is responsible for ALP procedures and responsibilities.

At the high school sites, the Assistant Principal (Gunnison) is responsible for ALP procedures and responsibilities. Currently, there is no one at the high school in Crested Butte responsible for ALP procedures and responsibilities.

Determine the student performance priority this program element will address.

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

Every school year, every gifted student will have an ALP that includes academic and affective goals that are

written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming. With these supports in place, identified gifted students will continue to show growth in academic and affective areas.

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

Provide professional development on basic gifted education topics to all staff members at each site and provide training to designated individuals to manage gifted caseload, which includes the following: write and monitor ALPs, communicate with students, families and teachers, support programming opportunities for students and manage the cumulative file system for ALPs. (Fall 2025)

Create an accountability system through the district with designated staff to ensure ALP procedures and responsibilities are being followed for every gifted student at every site. (by end of 2025-2026 school year)

Have ALP procedures and responsibilities in place at all levels by the next GEM visit. (2026-2027 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?

Providing professional development on basic gifted education topics to all staff members at each site and providing training to designated individuals at each site to follow consistent ALP procedures and responsibilities will ensure full compliance through consistent development of meaningful ALPs, consistent communication with all stakeholders and improvement in monitoring gifted students' needs at all levels and all sites. This, in turn, will result in overall improved student performance in both academic and affective areas.

Every school year, every gifted student will have an ALP that includes academic and affective goals that are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming. With these supports in place, identified gifted students will continue to show growth in academic and affective areas.

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): Robert Speer, Director of Special Services; Emily Kowal, Gifted Education Teacher & Gifted Education District Coordinator

Accountable Person(s): Robert Speer, Director of Special Services; Emily Kowal, Gifted Education Teacher & Gifted Education District Coordinator

Consulted Person(s): Michelle Barkemeyer, Gifted Education Regional Consultant

Informed Person(s): GWSD Principals & GWSD Superintendent

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

Success will be measured by
Successful training of staff and compliance of ALP procedures and responsibilities at all levels and all sites every year.

Every gifted student will have an ALP that includes academic and affective goals that are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming.

Gifted students will show growth in academic and affective areas.

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?

The GWSD district priorities include academics, social-emotional learning and English language development for our culturally and linguistically diverse students.

Our ALPs include academic and affective needs goals that are individualized and monitored for all students with a current ALP, which aligns with our district priorities.

The other goal area is to support the needs of under-represented populations, including our English language learners. This should include improving our process for identifying students from under-represented populations. By providing specific professional development on gifted topics to staff members at all sites, we can improve our identification process and, as a result, improve our ALP Procedures and responsibilities for ALL gifted learners.

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

Robert Speer