

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.

Principal Feedback Summary: During 23-24 meetings with Elementary Principals, some commented on the strength of their building GT program being grounded in the strong trust relationships the GT teacher has built with classroom teachers and building staff, as well as strong student-teacher relationships. Some principals celebrated the use of data and ethical practices in the identification process.

Improvement areas mentioned were programming, relationships, and identification. With regard to identification, some leaders shared that the GT teacher can be perceived by staff as a gatekeeper when selecting students to participate in the GT program, with the equitable practices of identifying students not consistent at schools across the district. It was noted that certain behaviors, some of which may be associated with underrepresented populations, can keep students from being identified or served.

Principals shared best hopes for our Elementary GT program to include the utilization of the GT teacher to support classroom instruction through facilitation or co-teaching/coaching (vs. only pull-out), as well as professional learning for classroom teachers in pedagogical moves for differentiated and best first-instruction. A hope for an MTSS process at schools that is clear and inclusive of GT student needs (adjust thinking from deficit to strength-based), and a clear structure to support kids with productive struggle, while fostering innovation to achieve higher-order thinking and SEL. Also, a best hope for equitable practices is identifying all students who deserve to be identified (i.e. GT student demographics should match building demographics).

Teacher Program Evaluation Summary: Upon reviewing ECEA Rule, the elementary GT teacher team recognized the current identification system (utilizing both qualitative and quantitative data), along with developing an ALP with student input, as strengths within the GT program. Reviewing the NAGC Standards, the elementary team also celebrated their strength in the identification system as well as “a learning environment

that ensures student outcomes while fostering a love for learning, personal and social responsibility, and interpersonal communication skills for leadership to ensure specific student outcomes.” Many other standards were highlighted individually as strengths within the elementary GT program. Among middle school GT teachers, the current identification system that utilizes appropriate data, facilitation techniques, and trained personnel was seen as a strength in discussions of both the ECEA Rule and NAGC standards. However, utilizing equal and equitable practices within that system is still an area for improvement.

Determine the student performance priority this program element will address.

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

Student Achievement and Growth: Student achievement and growth, as measured by CMAS, continue to lag state averages, particularly in mathematics and at the middle school level.

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

By the end of the 2025-2026 school year, each elementary and middle school will increase the number of students who are formally identified and identified student demographics will more closely match district demographics.

- 1) GT Director will analyze CogAT underrepresented demographic group data (MLL, Special Education, Hispanic, non-white, female, FRL, Homeless, Migrant). These data will be used to highlight students who could benefit from Talent Pool support.
- 2) Title 1 schools will be supported by GT Coach and teachers in the following ways:
Incorporating explicit CogAT practice activities before CogAT testing in 2nd grade
Reviewing student assessment data for identification and talent pool inclusion with an emphasis on underrepresented populations
- 3) GT Teachers will collaborate with CLDE Teachers to use CLD's new data visualization platform to find students who could benefit from talent pool services or potential gifted identification.
- 4) Professional Learning, offered monthly, will include review of identification targets and data. This monthly professional learning will also include strategies for collaboration with classroom teachers to offer strong Tier 1 and 2 interventions within all classrooms and across all contents.
- 5) Quarterly identified and talent pool student counts will be submitted to the GT Administrative Assistant.
- 6) Universal screening will be piloted at 6th grade in two or more middle schools, beginning with Title I schools, to provide additional data to identify underserved students.

Explain how meeting this target will improve gifted student performance.

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

With thorough and targeted analysis of student data, more students from underrepresented populations will be formally identified and included in talent pool services. These students, along with those already identified and served, will receive targeted instruction to increase their 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): K-8 GT Teachers in D51, Gifted Coordinators in Debeque and Plateau Valley, D51 GT Coach

Accountable Person(s): Mesa AU Director of Gifted and Talented Education

Consulted Person(s): West Central Gifted Education Regional Consultant

Informed Person(s): Executive Director of D51 Student Services, Superintendents of Debeque and Plateau Valley School Districts

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

By the end of the 2025-2026 school year, each elementary and middle school will increase the number of students who are formally identified and identified student demographics will more closely match district demographics.

Specific goals/measures are as follows:

- Elementary schools with 24-25 identification rates below 1.10% of the total PK-12 pupil count will increase to 1.5% identified.
- Elementary schools with 24-25 identification rates between 1.1% and 1.9% of the total PK-12 pupil count will increase to 2.0% identified.
- Elementary schools with 24-25 identification rates at or above 2.0% will exceed their 24-25 total identified count by at least one student, preferably adding identified students from underrepresented populations.
- Middle schools with beginning of year (BOY) 25-26 identification rates below 2.0% of the total PK-12 pupil count will increase to 2.5% identified.
- Middle schools with BOY 25-26 identification rates between 2.0% and 3.0% of the total PK-12 pupil count will increase to 3.0% identified.
- Middle schools with BOY 25-26 identification rates above 3.0% will exceed their 24-25 total identified count by at least one student, preferably adding identified students from underrepresented populations.
- At least 60% of the newly identified students will belong to one or more of the following underrepresented groups: Female, Hispanic, Non-white, Free and Reduced Lunch, Multilingual, Special Education, Migrant, or Homeless.
- At least 30% of the newly identified students will belong to two or more of the underrepresented groups listed above.

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 current D51 Unified Improvement Plan focuses on aligned elementary literacy curriculum, meeting state expectations in middle school mathematics, and increasing overall high school growth and performance. All of these challenges are being addressed with data-informed instruction, which is also the basis for the current gifted annual plan. Using data to recognize students who would benefit from gifted and talent pool services will support all of the UIP goals.

This plan is also consistent with the D51 Strategic Plan. The D51 Strategic Plan, under Prepared and Supported Students, states “As a district, we are committed to ensuring we engage, equip, and empower each and every student, each and every day, with the necessary tools, knowledge, and skills to navigate challenges and succeed in their academic and personal endeavors.” Engaging and empowering students every day includes providing challenging opportunities to all students and identifying students from all populations who require programming beyond the regular classroom.

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

Angela Powers