

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.

District 70's stated Identification Procedures follow CDE's guidelines. There are inconsistencies from school to school on how those procedures are followed. Out of the 11 elementary schools in the district, 5 are not considering data beyond the COGAT or iReady scores when they refer students for identification. Out of the three high schools in the district, 1 high school has many students who are in the newspaper for things such as national competitions but are not referred to the gifted director for identification. These students have been identified by the gifted director, but not through the school. Middle schools are now giving a universal screener, but few referrals have come from the universal screener results.

Determine the student performance priority this program element will address.

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

This program element will address an underrepresentation of special population identification.

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

The anticipated annual target is to increase District 70 from 4.2 % gifted identification to 4.7 %."

The first action step is to have a Beginning of Year (BOY) meeting with all District 70's gifted coordinators, focusing on identification procedures. Cluster Body Of Evidence (BOE) meetings that emphasize identification procedures and look at BOE reviews will take place monthly. Groups will be populated with at least 1 school that strongly follows identification procedures and at least 1 school that needs improvement. District 70 uses a case study approach within groups to show struggling schools how they can identify students.

Most of the GT reps in District 70 are overly focused on getting a portable ID, which has led to students who have already met the Talent Pool criteria missing valuable programming time because they are not identified for the Talent Pool. An outcome goal from using case studies is to identify more students for the talent pool.

Explain how meeting this target will improve gifted student performance.

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

The overall district identification rate will be the first measure used to see if identification procedures are being followed. The GT Coordinator will run iReady reports, CogAT Reports, and other district measures to see if there are students who have anchor data that are not being referred for gifted identification.

Identifying students who have not been identified will make programming decisions more effective. Currently, there are schools that have 1 or two students identified in an area per grade level, that data is suggesting should have 4-5 students. With 4-5 students, PLCs and cluster grouping become more viable options.

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

Identify who is responsible for implementing this year's 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):**

Andrew Halvorson, District 70's Gifted Coordinator is responsible for ensuring that each school's gifted coordinator understands gifted identification procedures. Each school's gifted coordinator is responsible for following those procedures. Anthony Martinez, the Director of Curriculum and Instruction consults with Andrew Halvorson.

Andrew Halvorson meets district principals on a monthly basis and informs them about identification procedures and gifted programming.

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

The primary measure used to determine the effectiveness of this proposed action is whether or not District 70's overall identification rate has increased.

CogAT and iReady scores will be sampled to see if anchor scores from those measures are being universally applied.

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?

District 70 has a lower rate of students who exceed expectations in CMAS Math and Reading than the state average. iReady scores, one of the primary measures used for identification in District 70, show significantly fewer students are at or above the 95th percentile in math and reading than our target identification rate of 4.7%. 3.3% of District 70's students scored at or above the 95th percentile for the End of Year iReady Diagnostic in math, and 3.8% of District 70's students scored at the 95th percentile or above for the iReady End of Year Diagnostic in reading. Using alternative identification pathways, particularly for math and reading, would increase students in the Talent Pool. Providing programming for these students converges with the district goal of increasing the number of District 70 students who exceed expectations in math and reading on the CMAS.

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

Andrew Halvorson