

## 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.**

Due to the recent changes in identification guidance, there has been an expansion of who we can identify and how we identify them. Thus, it is our goal at RFSD, to become more proficient at using the many pathways to identification of gifted students. On our ALPs we are going to identify the pathway used for identification. This will help the gifted team become more comfortable with understanding these pathways and will also help with portability as any school and any district can see which pathway we used for guidance in identification of gifted students.

Determine the student performance priority this program element will address.

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

This addresses the priority of identification guidance and portability. If we are able to become more proficient at using the different pathways to identification, we might be able to identify more students in different and less obvious ways that are not only adherent to the old rules but instead provide more opportunities for more students.

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

ALPs have recently been amended to add the multiple pathways to identification. The next step is to work with GT educators to understand and then begin to define the pathway in their identifications. After each NGAT testing cycle and data dig, we will return to the pathways to ensure we are identifying students using the pathways. We will collect data at each identification cycle to understand how many pathways we are utilizing and which pathways are being used most.

Explain how meeting this target will improve gifted student performance.

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

The use of multiple pathways will improve our ability to identify students we might not identify otherwise. For example, the academic pathway is something we haven't used very much, if at all, but that doesn't mean we don't have kids that might need that pathway to be identified. This will also ensure portability with students. For example, some students come to our district with minimal data on an ALP. It's possible that a student was identified using a pathway we don't normally utilize. If that's the case, we might find it easier to transfer their ALP to our district based on the information given and decide which pathway we can use to do that. It will also ensure that students who leave our district or move between schools have a little more information backing up their identification so that their ALP is transferred to their new school or district.

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. Rachel Molnar GT Coordinator
2. Rachel Molnar GT Coordinator
3. Patrick McGinty SPED Coordinator
4. Stacey Park RFSD Chief Academic Officer/Anna Cole RFSD Superintendent

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

100% of GT teachers identify a pathway for 100% of their students

Multiple pathways used for identification shown by checked boxes on ALP

Data taken on how many different pathways were used each year, how many times: we don't have a baseline for this.

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 priorities meeting the needs of all students. This is convergent with that: identifying more students in different ways helps the gifted department meet the needs of more students. Ensuring portability meets our students needs ongoing.

**Major Improvement Strategy 2 (Optional)**

Early Access

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.**

After going through the Early Access Procedure process we have established at RFSD, we found that updates are needed. The process we have laid out is somewhat confusing and the information the parents give in the application is not enough to understand whether to proceed with a formal evaluation or not. Thus, it would really help to create a more robust application process where parents submit much more information for review so that we can better understand our next steps as a district. We would also like to add in a screening process that gives us a little more data and information with that same purpose in mind. Formal testing should confirm our suspicions that the student is profoundly gifted rather than become our only data point for decision making. Testing takes a long time, the student is 4 years old and we need someone from the SPED department to

administer testing. If it has to come to that, we should have a really good reason, instead of it being one of our first steps.

Determine the student performance priority this program element will address.

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

This addresses the process of Early Access to Kinder and First grade and helps us streamline that process. While the state is willing to fund students who need early access, it is our job to figure out if a student does need this. Creating a more robust system would help the GT director and other personnel involved make clear and correct decisions on who to formally test and who doesn't need it.

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

The target date for completing this would be at some point before the next Early Access window. February of 2026 sounds like a reasonable deadline to complete the application requirements and find and purchase a screening assessment like the TEMA or TERA (and learn how to use it).

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 help us work through Early Access procedures better. This helps with student performance because it ensures that students who need Early Access will receive the opportunity and those who don't, don't need to go through multiple hours of testing.

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**

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Rachel Molnar: implementation

Rachel Molnar: responsible

Patrick McGinty: accountable

GERC: consulted (currently Darlane Evans, unsure of GERC next year)

Informed person: Anna Cole/Stacey Park

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

Measures of success will be seen when a parent applies for Early Access and we are able to assess, through their application, whether or not the student should move forward through the process.

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?**

Roaring Fork Schools, including the PEAK (our term for GT) department aims to meet the needs of all students in our district. This would meet the needs of prospective students and then possibly or eventually our actual students.

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

Rachel Molnar