

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.

Mapleton Public Schools is committed to developing meaningful, culturally-responsive programming for its gifted and talented students as a means for providing equitable opportunity and supporting individual student development and growth in their area(s) of strength as well as their affective (social-emotional) needs. This correlates to the district goal of responding flexibly to student needs in the classroom.

Determine the student performance priority this program element will address.

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

Mapleton is committed to shifting the Advanced Learning Plan (ALP) from a compliance checklist item to a student-centered collaborative tool for developing meaningful, differentiated tier 1 instruction for each identified gifted student. By taking concrete steps to include students, their families, and classroom teachers in the ALP development process, the intention is that all stakeholders will assume greater ownership in the development, implementation, and monitoring of the ALP goals as a means to ensure students are working to their full potential throughout the academic year.

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

Using Mapleton's "School-based GT Programming Continuum" document as a guide, the action steps for 2025-2026 are as follows:

1. GT Family ALP Questionnaire (Sept-Oct): Share the district-wide electronic survey tool (available in both English and Spanish) with all identified gifted students and their parents/guardians to gather their input for the ALP development process.

2. ALP Development Process (Oct-Nov): Using their input from the questionnaire, teachers will collaboratively craft meaningful strength and affective goals with the students and families that will be monitored periodically throughout the academic year.
3. ALP Collaboration (Nov-Dec): The proposed ALP goals will be shared with families during the fall parent/teacher conferences for further refinement and acceptance by the family.
4. Mid-Year ALP Check-in (Jan-Feb): Teachers will check-in with students to ensure they are on-track to meet their identified goals by the end of the academic year. If not, they will collaboratively determine next steps (e.g. provide additional supports, revise the goal, etc.)
5. End-Year ALP Check-in (Apr-May): Teachers will once again check-in with students to determine if they met their identified goals by the end of the academic year.

Explain how meeting this target will improve gifted student performance.

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

Based on Mapleton's 2021 GEM review, there were multiple feedback notes from CDE related to improvement of ALP goals and programming in general. Among them are the following:

1. The quality of ALP goals is inconsistent across the district. While some schools have detailed, well-thought-out SMART goals, other schools do not.
2. Students expressed a desire for more collaboration when developing and monitoring their ALP goals to ensure they stay connected to their goals and keep on-track through the year.
3. Parents also expressed a desire for more collaboration with schools when developing and monitoring student ALP goals.

In addition, Mapleton has a multi-year goal of building teacher efficacy in content planning and differentiating for all sub-populations in each classroom. In the 2024-2025 academic year, Mapleton hosted a district-wide professional learning day focused on "Responding Flexibly to Student Needs." The district offered 80 sessions across three grade-level clusters (K-5, 6-8, and 9-12) on a range of topics related to the theme. This professional development day was a follow-up event after hosting Zaretta Hammond (Culturally Responsive Teaching and the Brain) on the Opening Day in August 2024 -- also focused on responding flexibly to student needs and effective planning to ensure that students are ready for rigor.

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. Responsible Person(s): GT Leads and classroom teachers in all district schools
2. Accountable Person(s): Brad Russell, GT Program Coordinator (Teaching & Learning Services)
3. Consulted Person(s): Teaching & Learning Services department team
4. Informed Person(s): Michell Ansley, Chief Academic Office, Mapleton Public Schools

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

The Teaching & Learning Services team continues to discuss how we will be able to monitor implementation of planning and instruction to meet the needs of all sub-populations within each classroom. Among the options include:

- 1) teacher surveys,
- 2) student surveys,
- 3) parent/guardian surveys,
- 4) classroom observation and feedback,
- 5) ongoing professional development with school leadership teams (principals, asst. principals, and instructional guides) as well as instructional staff.

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?

This plan is convergent with other district priorities in that it clearly corresponds to the following UIP major improvement strategies:

- 1) Implement high quality tier 1 instruction;
- 2) Leverage collaborative structures to plan, monitor, and respond to student needs;
- 3) Focus on student learning and measurable outcomes.

Major Improvement Strategy 2 (Optional)

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.

Mapleton Public Schools is committed to expanding gifted and talented identification procedures beyond the achievement areas to include the talent areas (e.g. art, music, dance, theater, creativity, leadership, and psychomotor).

As of September 30, 2024, only six (6) students have been identified in one or more of the talent areas.

Determine the student performance priority this program element will address.

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

While Mapleton has improved its identification procedures in the achievement areas, it has not yet fully fleshed out how to review the required portfolio submissions for identification in the talent areas. Because of this, the district is not yet meeting student needs in all areas of identification.

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

The district has already developed its first iteration of the portfolio instructions for each of the talent areas; however, we still need to further flesh out the overall process, including the identification of "experts" in each of the talent areas for the adjudication panels, and create a schedule for portfolio review during the second semester per talent area.

By April 2025, we are waiting for the first student portfolio submissions to determine if further iteration is needed.

By June 2025, we will apply what was learned from the initial submissions to finalize portfolio instructions for students with successful portfolio reviews to develop programming for the 2025-2026 academic year.

Explain how meeting this target will improve gifted student performance.

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

By identifying students in the talent areas, the district will be better able to meet individual student needs beyond just the achievement areas. This, in turn, should provide appropriate supports (including affective needs) for each student to more effectively reach their potential.

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):

1. Responsible Person(s): GT Leads, Adjudication Panel Judges, Students (portfolio development)
2. Accountable Person(s): Brad Russell, GT Program Coordinator (Teaching & Learning Services)
3. Consulted Person(s): Teaching & Learning Services department team
4. Informed Person(s): Michell Ansley, Chief Academic Officer, Mapleton Public Schools

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

1. The number of students who submit talent area portfolios
2. The number of portfolio reviews scheduled and completed
3. The number of formal identifications finalized as a result of 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?

This plan is convergent with other district priorities in that it clearly corresponds to the following UIP major improvement strategies:

- 1) Implement high quality tier 1 instruction;
- 2) Leverage collaborative structures to plan, monitor, and respond to student needs;
- 3) Focus on student learning and measurable outcomes.

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

Brad Russell