AU: Adams 14, Commerce City - 01030

Gifted Annual Plan

School Year 26-27

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.

No Content

Program Element - Major Improvement Strategy 1 (Required)

Select the program element your annual plan will address.

Procedures for Parent, Family, Student Engagement

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.

For the 24.25 and 25.26 school years, we focused on identification. Now that we have identified more students, in 26.27 we want to ensure that families and students feel connected to our work and can build a community of their own.

Determine the student performance priority this program element will address.

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

Increased communication will increase student and family awareness of gifted programming, support available, and increase awareness of student achievement. As we ahve seen growth in student identification, we want to see growth in parent participation in student ALPs, in referrals of students, and involvement in their student's academic career.

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

Adams 14 will host one parent event each semester at the district. Parent nights will be a balance between information for parents around ALPs, gifted services, and understanding their gifted students and family

engagement in the form of games and activities that encourage collaboration and team work.
All ALPs will be translated and shared at parent-teacher conferences for signing and feedback.
A quarterly district newsletter will be available to families of identified students. The newslestter will be posted on the gifted and talented website, shared through the student platform Alma, and linked on the district social media platforms.
Adams 14 will host an introduction to gifted in the Spring of 2027 for all families of newly identified students to begin onboarding.

Explain how meeting this target will improve gifted student performance.

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

By meeting this target, families will have a better understanding of the Adams 14 Gifted programming and how to support their students. This will help families know how to advocate and check in on their students.
As parents' involvement and understanding strengthen, this will help the K-12 continuum. Keeping parents involved as students get older will help them support students as they get into the secondary level. More family engagement can decrease student burn out and mainting student participation in times that we historically see them phasing out or feeling less supported. Parents can begin to be involved in middle school as students are investigating their CTE and Academy options and help students understand and identify their interests and which academy best supports wha tthey want for their future.

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. Rachael Kummer
2. School-level liaisons
3. Sherry Kyle
4. Dr. Bailey

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

Quantitative and qualitative measurements, including progress monitoring along the way, Some measurements can be about completing tasks, but also include measurements that show impact.

We will measure the success with
1. Survey data (will send a survey at the end of the 25.26 school year, middle of the 26.27 school year, and the end of the 26.27 school year. (Parent participation in the ALP process)
2. Having set check-ins and benchmarks throughout the year. Completion of these benchmarks will indicate success.

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?

One of Adams 14's priorities is to increase communication with all stakeholders. This will connect with

improving our communication and increasing awareness of resources and events.

Program Element - Major Improvement Strategy 2 (Optional)

No Content

Program Element - Major Improvement Strategy 3 (Optional)

No Content

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.

No Content

AU Gifted Education Director of Record Name

Rachael Kummer

Action Required

No Content