AU: El Paso 12, Cheyenne Mountain - 21060

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.

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.

Since the 2022 UIP submission and GEM, feedback and achievement data was analyzed for future improvement. Further, the 2024 UIP submission to update goals and data analysis required some more concise instructional programming shifts, in particular to mathematics GR 2-12 due to slight declines in achievement. However, G/T students are continuing to perform above the state average and have predictable variability from year to year, despite high performance rates. Previous Goal: One area for growth was the inclusion of Creative & Productive Thinking identification processes and expanding options for student programming other than that of academic. Because of feedback from our last year's monitoring, we broke up our previous goal in to two goals: programming and identification. We will continue to seek to fine tune programming for students meeting the requirements for Creative & Productive Thinking identification through expanded project-based thinking and differentiated instruction.

Determine the student performance priority this program element will address.

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

While Math and ELA achievement for gifted students continues to be a strength in D12, students who are gifted in other areas vary by grade/school/programming models. Each elementary campus has slight variability, due to

campus focus, PLC goals, leadership capacity, case loads, etc. but one of the student performance priorities in the district UIP, other than math achievement is affective regulation. Some of our students who aren't typical compared to other gifted peers require support outside of the regular programming. Update: With the 2024 District UIP math focus, we are looking more closely at G/T growth as it relates to longitudinal analysis. As schools are able to narrow their overall focus to mathematics, additional layers of the student data (like growth) are analyzed to understand gaps in student understanding. Even with the extremely high performance of our G/T students, local measures are monitored closely. Update: High-stakes assessments yielded an overall increase in math achievement, especially at our high school. However, growth continues to be a focus area. We also want to ensure we are providing the best fit with math pathways beginning at our elementary schools, through high school. Regular PK - 12 PLCs support this effort.

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

PLC days (5 throughout the year) may be used to collaborate on continuum of programming in all identification areas, ALP goals, student outcomes, and a review of student status and progress. Update: PLC continues to be an asset to G/T team, along with monthly in-person meetings for PD and collaboration and Case Study discussions as needed. G/T staff regularly post and access instructional tools and collaborate on programming options for students. With the addition of one teacher in the G/T role this year, she has shared how project-based learning is meeting a wide variety of student needs and what feedback she has received from families. We will have another new Interventionist next year and we anticipate maintaining this target due to staff turnover (for the right reasons, not wrong).

Explain how meeting this target will improve gifted student performance.

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

Any time differentiation is used effectively, student outcomes will improve. For our programming goal, our staff is systematically working toward meeting the needs of our gifted students, especially in the area of mathematics. Overall, our district high stakes math assessment data showed pockets of growth, especially with SAT and our goal is to return to achievement levels pre-COVID, despite the fact that we historically do very well.

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): Assistant Superintendent, Student Achievement Coordinator, G/T Interventionists: We share in program monitoring and implementation through our collaborative culture and proactive/timely approach to meeting student needs.
Accountable Person(s): Assistant Superintendent, Student Achievement Coordinator, G/T Interventionists, Principals: We all seek to ensure we are addressing student needs and providing differentiated instruction.
Consulted Person(s): MTSS Teams, Classroom Teachers, CDE Consultants, Stakeholders: While the responsibility and accountability includes the staff listed above, additional staff maintain various perspectives that help ensure all factors are identified and addressed, including students and parents.
Informed Person(s): DAAC, BOE: As part of the Assistant Superintendent's accountability to the DAAC and BOE, annual reports are shared to open communication and provide transparency.

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.

Monitor instructional programming by campus and continue to capture what offerings buildings are able to sustain with current staff. Realign programming, as necessary, to ensure transparency and equity among all campuses for students.

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?

G/T programming and students with ALPs has always been part of the UIP and that will continue when the District UIP is rewritten in the Fall of 2026.

Program Element - 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.

Previous Goal: One area for growth was the inclusion of Creative & Productive Thinking identification processes and expanding options for student programming other than that of academic. Currently, 13% of students in D12 are identified gifted (11% Creative, 20% General Intellect, 61% Math, 39% Multiple, 53% Reading, 2 students with Dance, and 2 who are psychomotor). We feel our numbers are healthy for such a small district and we are careful not to boost numbers for the sake of identifying due to human capital constraints. Updated goal: Use caution when using PCA as a grade-level screener as FTE adjustments may limit service delivery intention. If referred, Interventionists may complete the PCA to add specificity to student needs and articulate goals. We believe identification is at a steady pace since we shifted from PCA screener to an "as needed" basis. While the intent was good, it yielded unintended consequences. However, with new staff on board, and coming next fall, we want to always monitor how to best support students, families, and Interventionists.

Determine the student performance priority this program element will address.

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

As a team, we want to ensure we are not over identifying or under identifying as requests for services are frequent. Through our monthly G/T Interventionist meetings, we use the Case Study model to provide comprehensive support with decision making after staff have taken each case to their MTSS teams.

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

Increase Creative & Productive Thinking identification identification (1-2 students per year) but ensure programming aligns with campus capacity. Continue calibrating PCA scoring among elementary interventionists and discuss case studies at monthly meetings. PLC days (5 throughout the year) may be used to collaborate on ALP goals, student outcomes, and a review of student status and progress. Update: Target was met at the elementary level but not across the board, due to two schools screening and other on consult/referral

only. Universal screening of PCA will discontinue for next year due to staffing cuts and feedback from secondary schools that are not able to provide direct services, but rely more heavily on strategic scheduling. Update: PLC continues to be an asset to G/T team, along with monthly in-person meetings for PD and collaboration and Case Study discussions as needed.

Explain how meeting this target will improve gifted student performance.

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

Precise identification without additional screeners will provide Interventionists the bandwidth to react quickly instead of spending excessive time scoring (e.g., PCA). The G/T team is highly effective and serves as a model for other student teams (e.g., ELD, SPED) in the district in terms of how they lean on the PLC tenets to make decisions in response to student data sets. Goals within ALPs are prescriptive in nature and relevant to student needs and personal interests; thus staff can respond appropriately.

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

Responsible Person(s): Assistant Superintendent, Student Achievement Coordinator, G/T Interventionists: We review the "bubble sheets" regularly to ensure adherence to state identification expectations.
Accountable Person(s): Assistant Superintendent, Student Achievement Coordinator, G/T Interventionists, Principals: We all seek to ensure we are identifying students based on data, not emotion.
Consulted Person(s): MTSS Teams, Classroom Teachers, CDE Consultants, Stakeholders: While the responsibility and accountability includes the staff listed above, additional staff demonstrate expertise that help ensure all factors are identified and addressed, including students and parents.
Informed Person(s): DAAC, BOE: As part of the Assistant Superintendent's accountability to the DAAC and BOE, annual reports are shared to open communication and provide transparency.

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.

Continue to include Case Studies during monthly meetings (or as needed). Audit identification rosters by building and by category after each quarter. Monitor identification trends over time and verify specific student groups are not over or under identified. Since school wide screening for Creative and Productive Thinking has ceased and students are only considered as needed, the quality of options for students are improving, instead of just worrying about quantity.

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?

We capture identification data within our District UIP, which will be updated this fall (October 2026). Further,

we look specifically at growth trends, not just achievement, as that is regularly a challenge for such high performing students.

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

Stacy Aldridge

Action Required

No Content