AU: El Paso 11, Colorado Springs - 21050

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.

The Gifted and Talented Office aligns to the District 11 Major Improvement Strategy 2: District and schools create a positive D11 culture using comprehensive family, student, and staff engagement strategies, including Social Emotional Cognitive Learning (SECL) promotes positive student attendance, behavior, and academic achievement.
The Gifted and Talented Team engages with school communities through the Embedded Teacher Coach Program
to build the capacity of Gifted Resource and General Education teachers to foster academic achievement and increased engagement of students.

Determine the student performance priority this program element will address.

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

The Gifted and Talented Office provides ongoing Professional Learning to support year two of the District mission with Embedded Teacher Coaches. Gifted Resource Teachers engage with GT Coaches through ongoing conversations to support best practices for student engagement and achievement.

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

As Gifted and Talented staff continue to effectively engage students in learning, the academic outcomes for students will improve as measured by STAR Math, STAR Reading, and the Gifted and Talented Survey report.
This is a 1-3 year plan to be fully operationalized by the 2027-2028 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?

Academic Achievement is measured by STAR Reading and STAR Math.
STAR Reading: 75% or more of Gifted and Talented students identified in Reading should achieve Proficient or Exceeds as measured on STAR Reading by the end of the school year.
STAR Math: 75% or more of Gifted and Talented students identified in Math should achieve Proficient or Exceeds as measured on STAR Math by the end of the school year.
Students who understand their areas of giftedness will engage with instructional practices with greater agency and ownership.
Gifted and Talented Survey: 75% of Gifted students will know their area of identification at the beginning-of-year survey, and 95% of Gifted students will know their area of identification by the end-of-year survey.

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 Persons: Gifted and Talented Facilitator, Gifted Resource Teachers, and Embedded Teacher Coaches
2. Accountable Person: Gifted and Talented Facilitator, Gifted Resource Teachers, and Embedded Teacher Coaches
3. Consulted Person: Gifted Resource Teachers, and Embedded Teacher Coaches
4. Informed Persons: GTAC, Deirdre Shearer, Chief of Student Experience and Success, Executive Director for Special Programs, Gifted Resource Teachers, and Embedded Teacher Coaches

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.

STAR Reading
STAR Math
Gifted and Talented Survey

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?

The work is directly related to the District 11 Major Improvement Strategies, and it is convergent.

Program Element - Major Improvement Strategy 2 (Optional)

Advanced Learning Plan Content

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.

The Gifted and Talented Team supports student engagement through empowering student agency through relevant Advanced Learning Plans at the elementary, middle and high school levels to foster academic achievement and increased engagement of students.

Determine the student performance priority this program element will address.

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

Student Accountability
Student Engagement and Culture

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

This is a 1-3 year plan to be fully implemented by the 2028-2029 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?

As Gifted and Talented staff continue to develop relationships with students, students will be more engaged and empowered to pursue meaningful academic
outcomes as measured by high-quality ALP goals and goal attainment.

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

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

1. Responsible Persons: Gifted and Talented Facilitator, Gifted Resource Teachers, and Embedded Teacher Coaches
2. Accountable Person: Gifted and Talented Facilitator, Gifted Resource Teachers, and Embedded Teacher Coaches
3. Consulted Person: Gifted Resource Teachers, and Embedded Teacher Coaches
4. Informed Persons: GTAC, Chief of Student Experience and Success, Executive Director for Special Programs, Gifted Resource Teachers, and Embedded Teacher Coaches

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.

Students will write meaningful, high-quality academic and affective ALP goals. Students will document mid-year and end-of-year goal attainment on the ALP.

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?

The work is directly related to the District 11 Major Improvement Strategies, and it is convergent.

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

Emily Andrews

Action Required

No Content