AU: Delta 50(J), Delta - 15010

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.

Current programming for gifted learners is limited and inconsistent, varying by school across elementary and middle schools in the district, creating inequitable access to advanced learning opportunities. When instructional strategies aren't consistently aligned with students' readiness levels, it creates gaps in access to services and advanced learning opportunities for gifted learners.
Research supports that advanced learners require daily access to advanced content, pacing, and depth, multiple service delivery models, and instruction guided by individual learning plans (ALPs). A systematic approach supported by Professional Learning Communities (PLCs) is necessary to ensure communication, sustainability, and consistency across schools.
PLCs are already being implemented in elementary and middle schools in Delta County Schools that include classroom teachers and school administrators. This improvement strategy will ensure that advanced learners are included in discussions, addressing the question, “What do we do when students already know the content?”, and allow teachers to plan for consistent support for these students. At least one PLC per quarter will be targeted at each elementary and middle school site to provide support for teachers with enrolled gifted students. Tailored professional learning, planning for instructional strategies, and standards-based enrichment will be provided by gifted personnel.

Determine the student performance priority this program element will address.

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

This improvement strategy builds teacher capacity through collaboration to increase academic growth and achievement of gifted learners by ensuring access to rigorous, standards-based instruction aligned to individual readiness levels. This improvement strategy will focus on growth beyond grade-level proficiency in students' areas of identification, equitable access to advanced programming across schools, and collaboratively defined measurable outcomes.

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

Action Steps
Delta County Schools will build teacher capacity through PLCs by providing ongoing learning opportunities focused on a variety of advanced programming models. It will facilitate PLC collaboration for analyzing student data, planning rigorous instruction, and sharing best practices.
Moving forward, DCSD will implement programming options that strengthen core instruction. This includes grouping strategies such as cluster and flexible grouping, acceleration and curriculum compacting, embedded differentiation, and enriched lessons. Programming should be aligned to student needs and interests through ALPs and include opportunities for pull-out programming.
The timeline is ongoing, but includes the following monthly benchmarks in which the Gifted Coordinator and Gifted Facilitator will:
August
Establish quarterly GT PLC meetings with principals and grade-level teams with enrolled identified gifted students, collect and report data, including state testing data and ALP monitoring data from the 2025–2026 school year.
September (Quarter 1 GT PLC)
Conduct initial GT PLC meeting to identify and define academic and student areas of interest, as well as the GT MTSS and PLC process, collect, record, and share initial NWEA and beginning-of-year (BOY) data for advanced learners, develop ALPs in partnership with students, teachers, and families, and plan GT Parent Information Nights to share curriculum information at each site.
October
Continue developing ALPs, offer school sites an additional GT PLC meeting to review ALPs, and begin planning and scheduling, 6th grade CogAT testing
November (Quarter 2 GT PLC)
Collaborate in the quarter 2 GT PLC meeting and CogAT result meetings.
December
Review middle-of-year (MOY) NWEA data and growth percentiles. Monitor MOY ALP data and conduct student/family check-ins. Continue GT PLC data and planning meetings as necessary.
January (Quarter 3 GT PLC)
Collaborate in Quarter 3 GT PLC data and planning meeting.
February
2nd grade CogAT
March
April
May
Conduct end-of-year (EOY) ALP monitoring, and student/parent check-ins are completed. Conduct EOY transition meetings.

Explain how meeting this target will improve gifted student performance.

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

This improvement strategy will focus on increasing the academic achievement of 90% or more of identified gifted students in Delta County School District's elementary and middle schools on the NWEA assessment in

their area of giftedness.

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: The District Coordinator is responsible for data collection and overseeing the action steps and communication of the improvement strategy to stakeholders. This person will also collect and analyze data, attend all monthly meetings, and support planning and implementation of programming.
The GT teacher will also collect and analyze data, work with teachers, and work directly with students to implement programming.
Classroom teachers will plan and implement programming.
Accountable Person: The Special Services Directors and the District Curriculum Director will work with the school and district administrations to ensure that time is allocated monthly for PLC meetings.
Consulted and Informed Persons: District Administrators, School Principals, and Classroom Teachers will all participate in various aspects of these efforts.

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.

The following evidence and artifacts will be used to measure the success of the proposed actions: PLC agendas and notes, district and school programming plans, student schedules, student participation data, student disaggregated data, classroom observations, student work samples, completed ALPs, and monitoring records.

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 work works within our current system of PLCs by expanding it to meet the needs of all students across the spectrum of learning needs.

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.

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AU Gifted Education Director of Record Name

Tara Cox

Action Required

No Content