AU: El Paso County Colorado School District 49 - 21090

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.

Personnel

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.

During our Gifted Education Monitoring last year, one of our improvement areas was to get classroom teachers and administrators trained in working with gifted students. With budget cuts this year, our gifted department was reduced to a half time person in every school. While this is still so helpful, those schools that had full time people in them last year, will feel the load. Parents will also notice the reduction. Therefore, we are allocating more resources this next year to assuring that more classroom teachers will be trained.

Determine the student performance priority this program element will address.

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

This will help to ensure that students will have another person that understands their needs. Getting teachers trained in Gifted Resources will also help the entire classroom, as these strategies help everyone, not just the gifted population.

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

Over the summer, we will send 5 - 6 classroom teachers to the Gifted Education Institute in Spokane, WA. We

sent two teachers last summer, and they came back so excited and ready to work with our gifted population.
Gifted Facilitators present the first quarter of each year, giving a broad overview of gifted programming and explaining what gifted is and what it is not.
We will send 6 classroom teachers to CAGT again this year. We were able to send 15 last year, but with budget cuts, we have to send less. Again, these teachers came back using the resources and ideas they learned the next day!
We will offer 2 scholarships to classroom teachers to get their gifted endorsements. Since the majority of our facilitators are now endorsed, it's important to start getting more teachers trained as well.

Explain how meeting this target will improve gifted student performance.

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

As stated in last year's annual plan. Students are identified as gifted all day long, not just during the brief time they have with the gifted facilitators. This will help ensure that more students have access to help all day, which will in turn improve their performance.

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- Diane Neff Coordinator of Gifted Education
Accountable Person(s)- Teachers accepting the help
Consulted Person(s):
Gifted Lead Team
Principals
Teachers
Other Administrators
Informed Person(s):
All Stakeholders

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.

End of the Year Admin/Teacher Survey
- question will be added as to whether these resources and trainings are helpful or not.

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?

Our school district is continually trying to find ways to meet the needs of all students within the parameters we are given. This will help to involve more people in the programming, while giving resources to meet the needs of these students as well as others.

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

Diane Neff

Action Required

No Content