AU: Durango RE-9 - 34010

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.

Following Durango's participation in the 2022-2023 Gifted Education Monitoring process, the district has remained committed to advancing our programming beyond foundational compliance. To provide more robust, targeted instruction, we are implementing a dedicated ELA section at the middle school level for students identified in reading or writing. This shift allows the gifted teacher to leverage their specialized training and experience to directly facilitate the curriculum, ensuring that instructional depth and pacing are intentionally designed to meet the sophisticated needs of these learners. By transitioning from a co-teaching model to a standalone section, we address previous gaps in instructional intensity, ensuring that advanced inquiry and curriculum compacting are the primary focus rather than a secondary differentiation strategy within a mixed-ability setting.

Determine the student performance priority this program element will address.

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

The primary objective of this program is to reverse the trend of stagnant academic growth among middle school gifted students, as evidenced by recent ELA CMAS performance data. Recent district reviews reveal that high-ability learners are not achieving the expected year-over-year progress; specifically, in the 2024–2025 cycle,

38% of identified gifted learners demonstrated low growth on state assessments. By implementing a specialist-led ELA section, the district aims to move beyond basic proficiency and provide the rigorous, ceiling-free instruction necessary to transition these students into high-growth percentiles, effectively addressing the academic plateauing that often occurs in traditional mixed-ability settings.

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

In April 2026, gifted specialist and Director of Student Support Services met with Middle School principals to discuss proposed change to the current model to support a gifted ELA section at both schools.
By May 2026, the gifted specialist and middle school gifted teachers will use data to roster students into the gifted ELA classes.
By August 2026, gifted specialist and gifted teachers will create a scope and sequence for the course.
By December 2026, the gifted specialist and administration will complete at least 3 observations and provide feedback and support to the gifted teachers.
By January 2027, the BOY and MOY district benchmark data will be reviewed to reflect on if any additional supports for students are needed.
By August 2027, CMAS data will be reviewed and any needed adjustments in instruction will be implemented for the following School year.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve gifted student performance by providing students with targeted instruction to allow continued learning and growth even when grade level standards are already being met. By concentrating gifted learners in a single section led by a specialist, we shift from a model of incidental differentiation to one of intentional, advanced design. Furthermore, placing gifted learners among their intellectual peers fosters a unique environment of academic risk-taking and high-level discourse, which is essential for developing the sophisticated reading and writing skills. This direct instruction by the gifted teacher ensures that the students' Advanced Learning Plans (ALPs) are not just supplementary documents but are the driving force of their daily ELA experience.

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: Middle School principals, Middle School gifted teachers
2. Accountable Persons: Gifted Specialist
3. Consulted Persons: Executive Director of Curriculum, Assessment and Instruction
4. Informed Persons: Executive Director of Student Support Services

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 NAGC programming standards will be used to guide the implementation and evaluation of

success of the teaching practices implemented.
3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.
5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.
Evaluation of the model's success will be determined by classroom observations, teacher and student surveys, as well as student achievement data as measured by district benchmark data (I ready, STAR) as well as CMAS data.

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 initiative aligns directly with the district's core commitment to ensuring that every student, regardless of their starting point, demonstrates measurable academic growth each year. A central priority within the Durango School District is the delivery of equitable instruction that meets students at their specific point of need. This program is convergent with that goal by ensuring gifted learners are not left to stagnate once they reach grade-level mastery. By identifying the 38% of gifted students showing low growth and placing them with a specialist, we are utilizing targeted, data-informed placement to address a specific performance gap, which mirrors our district-wide approach to school improvement. Finally, this move aligns with the district's priority of maximizing the impact of specialized staff. By placing the gifted teacher in a direct instructional role, we are optimizing our human capital to ensure that specialized training is applied where it can most effectively drive student outcomes. This ensures that the district's investment in gifted education translates directly into classroom results and improved CMAS growth percentiles.

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

Emily Urban

Action Required

No Content