AU: Fort Lupton/Keenesburg - 21490

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.

The 2026-2027 Gifted Annual Plan for Fort Lupton/Keenesburg focuses on using critical thinking strategies and classroom differentiation to increase ELA growth of gifted students. Currently only 41% of gifted students are showing growth.
Building on the Depth and Complexity goal from last year's annual plan, the districts want to expand the critical thinking and differentiation strategies. The districts are expanding professional development to extend differentiation strategies to more than depth and complexity so that teachers will employ questioning techniques and strategies to foster critical thinking. The plan aligns with district goals for success criteria and data-driven instruction.
Benchmark assessments will measure the impact of differentiated learning and critical thinking, enhancing overall classroom data. Differentiation will be embedded through clustered groupings, curriculum-aligned assignments emphasizing critical thinking, and offering students alternative methods to demonstrate their learning. This approach intends to boost engagement and achievement among gifted students via strategic instructional strategies. Success will be evaluated through increased student growth data using the districts' benchmark assessments.

Determine the student performance priority this program element will address.

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

The students' growth as measured by the ELA benchmark assessments (i-Ready and NWEA) show that there is not adequate growth.
The 2026-2027 goal will be to increase the percentage of students showing growth by 9% to reach 50% will make growth in English Language Arts by January 2027. The percentage will be measured by the districts benchmark assessments.
Meeting this target will improve gifted student performance by:
--Increasing access to differentiated learning, critical thinking and academic independence.
Moving students from:
--Basic proficiency to advanced mastery
Students will demonstrate:
--Higher performance on district benchmarks
--Increased ability to engage in complex, abstract thinking
--Greater academic growth

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

Throughout the year
--Provide Professional Development on differentiation and critical thinking strategies.
Fall
--Introduce question stems, instructional strategies and differentiation tools to classroom teachers.
Winter
--Compare January 26 benchmark data to Fall 2026 benchmark data
Spring
--Adjust professional development for additional support or extend the critical thinking and differentiation strategies to middle school.

Explain how meeting this target will improve gifted student performance.

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

Winter 25 to Winter 26, only 42% of gifted students showed growth on the district benchmark in English Language Arts.
We will look at Winter 27 benchmark to determine whether we have increased to at least 50% showing growth.
(Note* Fort Lupton uses i-ready and Keenesburg uses NWEA as their benchmark)

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 (Daily Implementation):
--Classroom Teacher -implementation of strategies
--Gifted Education Liaison:
Provides coaching, modeling, and support
Develops resources and collaborates with teachers

Accountable (Oversight & Outcomes):
--School Principal and Gifted Coordinator
Ensures implementation is occurring
Monitors progress and supports accountability
Consulted (Expertise & Support):
--Instructional Coaches
--District Gifted Coordinator
--PLC Teams
Informed (Awareness Only)
--Parents of gifted students
--District leadership

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.

--Success Criteria is observed with data collected from assessments and walkthrough data to look for critical thinking happening in the classroom.
-- Success Criteria will also be achieved through i-ready benchmarks and NWEA benchmarks throughout the year.

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?

Convergent
Through developing critical thinking, problem solving, and differentiation strategies for the gifted learners, the whole class will benefit from using these strategies implemented. The districts' vision and mission are to increase critical thinking and improve the success of all students.
(Goal is the same but the wording between the two districts is slightly different.)

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

Michelle Buscho

Action Required

No Content