AU: El Paso 38, Lewis-Palmer - 21085

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.

As stated in the 2025-2026 GEM Monitoring and Compliance Report:
"10.7d. CDE Recommendations for Personnel 12.02(2)(j)(vii)
NEXT STEPS:
Specific recommendations include:
1) Ensuring all district staff understand and support the needs of gifted students is essential. Teachers who differentiate instruction for gifted learners benefit all students. Because professional development in LPSD is site-based, some schools currently offer training related to gifted education. It is important that these learning opportunities expand across all schools, as research shows that strategies designed for gifted learners strengthen instruction and improve outcomes for everyone.
2) Embedding gifted education into district new teacher induction, orientation, and all-staff meetings, including building administrators, to build capacity and shared responsibility for meeting the needs of gifted students.
3) Leveraging the expertise of Annette Palmer and the GT facilitator team to provide professional development that strengthens high-impact instruction and supports best practices across the district.
These continued and expanded efforts build upon existing initiatives to further reinforce Lewis Palmer School District’s strategic priorities, positioning teachers as skilled differentiators who develop each student’s talents in a safe, nurturing environment while fostering a lifelong love of learning. "

Determine the student performance priority this program element will address.

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

As stated in the 2025-2026 GEM Monitoring and Compliance Report:
"10.7c. Personnel 12.02(2)(j)(vii) Summary of Findings by GEM
During listening sessions with teachers and GT facilitators, the GEM Team observed that staff recognize the value and importance of including gifted education in professional development. When gifted education is treated as a growing system of its own, consistent professional development in both academic and affective programming helps ensure equity and access for all gifted students, including those with neurodivergent needs. Although gifted education professional development is currently site-based, offering it at the district level would provide greater consistency and support for all gifted learners."

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

Annual Target: All schools will have at least two full-staff presentations each year to educate staff in the needs of gifted students and ways to meet those needs. In addition, all staff will have additional optional opportunities to participate in PD offered by the district, region, or state relating to gifted students, their needs, and how to meet them.
Action Step 1: During Beginning of the Year PD Days, all schools will have time dedicated to an all-staff presentation that gives introductory information regarding the characteristics and needs of gifted learners in addition to a summary of the specific programming provided in that school. This presentation will be given by the building GT Facilitator or the District GT Specialist and must be completed by August 31st of each school year.
Action Step 2: At mid-year, every school will have an additional all-staff presentation surrounding needs of gifted students and how those needs can be met in the regular classroom. Specific topics of this presentation will be building dependent and may include higher level questioning, concrete strategies for differentiation, pre-testing and compacting strategies, etc. This presentation may be done by the building GT Facilitator, the building Instructional Coach, a building administrator, the District GT Specialist, or a classroom teacher with specific training in gifted students and the strategy being presented. This presentation must be completed by February 28 each school year.
Action Step 3: The district will offer multiple optional opportunities for teachers to participate in additional training around gifted students and differentiation. These opportunities will include offering district-funded attendance at the annual CAGT conference to classroom teachers (via 3150 funds); offering district-funded attendance at Pikes Peak Regional Trainings to classroom teachers (via 3150 funds) (Examples of previous trainings are the Twice-Exceptional Training in 2024 and Andi McNair's "Designing for Depth in the Classroom" in 2025.); and offering to all staff the opportunity to complete self-paced online courses through CDE's Learn Worlds and/or the LPSD-created "Conversations with CAGT" PD module for off-contract credit that can be used towards re-licensure and salary advancement. All three opportunities will be offered each school year starting in the 2026-2027 school year (CAGT fall, online courses throughout the year, and Pikes Peak regional in the winter/spring depending on their schedule).

Explain how meeting this target will improve gifted student performance.

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

Gifted students spend more of their instructional day with classroom teachers than with their building GT facilitators in the majority of cases. Strengthening classroom instruction for gifted learners should lead to increased growth for gifted students within their area of gift.

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: Building GT Facilitators and District GT Specialist (for presentation at beginning of year and offering/advertising optional opportunities; potentially for mid-year presentations); Building Principals (to schedule and allow time for presentations within their building PD plan for the year); some classroom teachers (potentially for mid-year presentations)
2. Accountable Person: District GT Specialist
3. Consulted Persons: Director of Curriculum, Instruction, and Assessment; Executive Director of Education Services
4. Informed Person: Superintendent

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.

Academic growth data is measured through NWEA MAP Growth testing and CMAS. Data will be examined for student growth within their area(s) of gift.
The most recent parent survey data (sent to all parents of identified GT students) only 27% of responders identified "Differentiation in the classroom" as a way that their student's academic needs is supported by the school, while nearly 100% of parents identified programming provided specifically by building GT facilitators as meeting their child's academic needs. Because students only spend a part of their day with the building facilitator, we want their needs to also be met by the classroom teacher via differentiation when students are in that setting. While we recognize that parents do not always see differentiation visibly, we will see that percentage increase as more is done in the classroom to meet the needs of gifted students.

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 is convergent with the following D38 priorities:
1. LPSD Strategic Priority Two: Academic Excellence
2. LPSD Strategic Priority Three: Valuing Our People
3. LPSD Value Five: Excellence: Our people are continuously improving, striving for achievement and creating results
4. Portrait of an Educator Two: Our Educators are Differentiators

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

Annette C Palmer

Action Required

No Content