AU: Arapahoe 6, Littleton - 03040

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.

Procedures for Parent, Family, Student Engagement

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.

This remains an important area of focus for LPS because family feedback continues to show that communication about gifted services, identification, ALPs, and school-based programming is not yet as clear or consistent as it should be. In our 25-26 annual plan, we identified communication, transparency, and family awareness as ongoing needs, especially around ALP development, school transitions, and understanding what gifted services look like across buildings.
Since then, LPS has made meaningful progress. The district has expanded family-facing resources through the Gifted and Talented website, developed a quarterly newsletter, increased GTAC programming, and broadened family and student engagement opportunities through events like a family game night, and a virtual "Gifted Onboarding meeting."

Determine the student performance priority this program element will address.

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

This work is intended to improve student engagement, self-advocacy, and access to appropriately matched services by strengthening the partnership between school, home, and student. When families better understand identification, programming, ALPs, and transition points, students are more likely to receive support that

matches both their strengths and their needs.
The priority this addresses is this: gifted students perform better when families and students understand the system well enough to advocate for meaningful challenge, appropriate affective support, and strong continuity across grade levels.

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

Target for 2026-27:
Increase family awareness of gifted services, improve participation in GT communication and engagement opportunities, and strengthen student and parent involvement in ALP-related conversations across the district.
Action steps and timeline:
August-September 2026
Review and update the LPS Gifted and Talented website so that identification, ALPs, programming options, GTAC, family events, and transition information are easier to find.
Refresh and repost the parent handbook and related family-facing resources.
Share school-level expectations with GT Facilitators for how gifted information will be communicated through school websites, newsletters, and beginning-of-year outreach.
By September 30, 2026
Ensure each school has current GT contact information and gifted program information available to families.
Launch the first issue of the 26-27 Gifted Insights newsletter.
October-November 2026
Host a district family session focused on understanding giftedness, ALPs, and available programming options.
Continue GTAC guest speaker events and hold a district family connection event such as the family game night.
Provide schools with a simple communication toolkit they can use for newsletters, parent nights, and school-based outreach.
December 2026-January 2027
Gather midyear feedback from GTAC, families, and GT Facilitators about what information is still unclear or hard to access.
Adjust communication tools and outreach based on that feedback.
February-March 2027
Share family-facing information related to transitions, course planning, and opportunities for student voice, especially for families of students moving into middle school and high school.
Highlight connections between gifted services, advanced coursework, ICAP, and postsecondary planning.
April-May 2027
Administer a perception or feedback survey to families, students, and staff about communication, access to information, and engagement in gifted programming.
Review participation data from GTAC events, family nights, and communication tools.
June 2027
Analyze results and identify specific adjustments for the 27-28 annual plan.

Explain how meeting this target will improve gifted student performance.

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

When families have better information and clearer entry points into the gifted program, students are more likely to receive timely support, appropriate challenge, and stronger advocacy across school settings. Better communication also helps students understand their own learning profile and participate more actively in decisions about goals, services, and transitions.
This work should lead to stronger student ownership, better continuity of support from one school level to the next, and more consistent collaboration between families and educators. Over time, that should improve both academic growth and the affective outcomes that matter for gifted learners, including confidence, belonging, and self-advocacy.

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(s):
Julia Shannon, Gifted and Talented Specialist; school-based GT Facilitators
Accountable Person(s):
Julia Shannon, Gifted and Talented Specialist
Consulted Person(s):
Carla Burnell, Director of Student Support Services; GTAC Executive Council; district communications staff; building administrators; counselors; family representatives; student representatives when appropriate
Informed Person(s):
District administrators, GT Facilitators, GTAC members, principals, teachers, families of gifted students

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.

Family participation rates at GTAC meetings, family nights, and district gifted events
Open rates or engagement data for the Gifted Insights newsletter and digital resources
Number of schools with updated gifted information on school websites
Family, staff, and student survey data related to communication clarity and awareness of services
Evidence of increased family participation in ALP conversations and goal review
Qualitative feedback from GT Facilitators, GTAC, and student/family representatives

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 strongly connects with district priorities around family partnership, student belonging, communication, and college and career readiness. It is not stand-alone work. It connects to school communications, counseling, ICAP conversations, transition planning, multilingual family outreach, and continuous improvement efforts across Student Support Services. It also supports the district's broader commitment to making systems easier for families to understand and access.

Program Element - Major Improvement Strategy 2 (Optional)

Advanced Learning Plan Content

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.

ALP content is a strong area for improvement in LPS, especially at the secondary level. While elementary ALPs are often more collaborative and personalized, some secondary ALPs still rely on standard goals, limited student participation, and inconsistent teacher engagement. Collaboration with counselors and mental health staff is not yet a regular part of the process.
This was reported to us in lots of family feedback. Parents want ALPs to feel meaningful rather than procedural. They want goals that reflect student strengths, interests, and needs, and they want clearer evidence that the ALP is actually guiding instruction and support. We want to emphasize student voice and stronger connections to ICAP and personalized pathways as next steps for ALP work.

Determine the student performance priority this program element will address.

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

This work addresses the need for gifted students to have learning goals and supports that are relevant, personalized, and connected to actual classroom experiences, advanced learning opportunities, and future planning.
The student performance priority is to improve student ownership, academic growth, and affective development by ensuring ALPs are meaningful tools that guide challenge, reflection, and support rather than simply compliance documents.

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

Target for 2026-27:
Improve the quality and relevance of ALP content by increasing student voice, strengthening alignment between ALP goals and services, and improving staff understanding of how to use ALPs to support gifted learners.
Action steps and timeline:
August 2026
Finalize revised secondary student reflection and goal-setting tools.
Provide beginning-of-year expectations and training for GT Facilitators on strong ALP content, including meaningful academic and affective goals, student profiles, and documentation of services.
September 2026
Ensure annual ALP review and updates are completed by September 30.
Begin implementation of the revised student reflection process at middle and high school.
Share guidance with teachers and administrators about how ALPs should inform differentiated instruction and student support.
October-November 2026
Form an ALP work group made up of GT Facilitators, secondary counselors, teachers, and administrators to review samples of ALP goals and identify what is working well and where consistency is still needed.
Pilot stronger alignment between ALPs and student planning tools such as ICAP, especially at the secondary level.
Begin identifying examples of high-quality academic and affective goals to use as models across schools.
December 2026-January 2027
Conduct a midyear review of implementation, including student participation rates in ALP goal development and staff feedback on usability.
Adjust student reflection tools or training supports as needed.
February-March 2027
Expand work on making ALPs more student-led at the secondary level through check-in structures, advisory supports, or facilitated reflection meetings.
Increase collaboration with counselors and mental health staff where affective goals or transition planning are involved.
April-May 2027
Review a district sample of ALPs for quality indicators such as personalization, evidence of student voice, strength-based goal setting, and clear alignment to programming or supports.

Gather feedback from students, families, GT Facilitators, and teachers about whether ALPs feel more useful and relevant.
June 2027
Summarize findings and identify district recommendations for continued ALP improvement in 27-28.

Explain how meeting this target will improve gifted student performance.

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

When ALPs are more personal, more current, and more connected to real instruction, students are more likely to see them as meaningful. That increases ownership and self-advocacy. It also helps teachers and families better understand what challenges and support should look like for each student.
Improved ALP content should lead to more intentional goal setting, stronger alignment between identified strengths and actual services, and better support for both academic growth and affective development. At the secondary level in particular, stronger ALPs can help students connect their giftedness to future planning, identity development, and long-term achievement.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible Person(s):
Julia Shannon, Gifted and Talented Specialist; school-based GT Facilitators; secondary counselors for connected planning work
Accountable Person(s):
Julia Shannon, Gifted and Talented Specialist
Consulted Person(s):
Carla Burnell, Director of Student Support Services; building administrators; counselors; teachers of gifted and advanced learners; GTAC Executive Council; students participating in feedback or advisory groups
Informed Person(s):
District administrators, GT Facilitators, counselors, classroom teachers, families of identified students, GTAC community

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.

Percentage of ALPs updated by September 30
Percentage of middle and high school students participating in goal-setting or reflection
Review of ALP samples using district quality indicators for personalization, student voice, academic goal quality, affective goal quality, and alignment to services
Family and student feedback about whether ALPs feel meaningful and useful
Teacher and GT Facilitator feedback about whether ALPs better support instructional planning
Evidence of stronger connections between ALPs, student supports, and advanced learning opportunities
Documentation of counselor or support staff involvement when relevant

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 connects clearly with district priorities around personalized learning, student agency, college and career readiness, and whole-child support. It also aligns with ICAP work, counseling supports, transition planning, and the district's Portrait of a Graduate.

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

Julia Shannon

Action Required

No Content