AU: Larimer R-1, Poudre - 35010

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.

In the 26-27 SY, the PSD Gifted Director on Record will investigate and document the evolving roles of GT site coordinators here in PSD to ensure that our gifted learners receive consistent support as schools consolidate. By gathering data on GT site coordinator students caseloads and FTE allocations, I will work to provide principals with clear evidence and actionable strategies to maintain ECEA standards despite funding challenges. I aim to solidify the district's voice as a primary resource for staff and families, advocating for the personnel needed to manage high-level programming. The hope is that this effort will serve as a foundation for rebuilding robust GT programs as school structures stabilize.
Research supports that having affective support and authentic programming directly correlates to the academic engagement and performance of gifted students. We need the adults, the GT site coordinators, in each PSD building to do this vital work. That is why this FTE examination work is needed to improve GT student performance.

Determine the student performance priority this program element will address.

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

As it mentions on our district website, Poudre School District has created a Strategic Plan to guide all of our

work to "enhance the experiences, opportunities and outcomes for all students." The Strategic Plan focuses on these priorities: Literacy, Graduate With Options, and Mental Health & Belonging.
The work of the gifted programs in each PSD school supports student mental health and belonging AND their opportunities to graduate from PSD with a wide variety of options.

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

The hope is to collect data on 26-27 gifted site coordinator FTE allocations and GT student caseload sizes across all PSD sites during quarter one. During quarters two and three, we would like to develop an informal GT consolidation "toolkit" of talking points and ideas to share with site principals to hopefully protect and bolster GT services for 27-28 and into the future. We would like to find a way to convey these talking points with district/site leaders and an offer to be a thought partner when site budgets are released during quarter three.

Explain how meeting this target will improve gifted student performance.

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

Our hope with this Annual Plan's investigative work is to deepen and solidify the districtwide adult support network (staff) for our gifted learners. With the targeted support and programming that these gifted site coordinators hub in each building, we are directly targeting both Mental Health and Belonging AND helping them truly Graduate With Options.
A wide variety of data (ex: Connections Surveys, qualitative ALP reflections, etc.) will help me address if we are moving the student needle by better supporting and advocating for the GT site coordinator FTE.

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):**

Kirstan Morris, the PSD K-12 Gifted Program Coordinator, fulfills all of these roles for this Annual Plan.

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.

As mentioned above, a wide variety of data (ex: Connections Surveys, qualitative ALP reflections, etc.) will help me address if we are moving the student needle by better supporting and advocating for the GT site coordinator FTE.

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?

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these priorities: Literacy, Graduate With Options, and Mental Health & Belonging.

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

Kirstan Morris

Action Required

No Content