AU: Pueblo 70, Rural - 51020

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.

Identification Procedures

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.

District 70's stated Identification Procedures follow CDE's guidelines. There are inconsistencies across schools in how those procedures are followed. Of the 11 elementary schools in the district, 3 do not consistently consider data beyond COGAT or iReady scores when they refer students for identification.
Middle schools have been giving a universal screener for the past two years, including all charter schools. All Middle School schools have made referrals based on the universal screener results. Middle School schools need to expand their referrals to look at internal measures, such as iReady, and external measures, such as CMAS. Additionally, Middle School schools seldom refer students who have already been identified as gifted in other areas of giftedness.
Of the three high schools in the district, 1 high school still has many students who are in the newspaper for things such as national competitions, but are not referred to the gifted director for identification. Some of these students are being identified through the school, but many are still being identified by the gifted director, not through the school. High School schools also seldom refer students who have already been identified as gifted in other areas of giftedness.

Determine the student performance priority this program element will address.

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

This program element will address an underrepresentation of special population identification.

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

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The anticipated annual target is to increase the percentage of students identified as gifted in District 70 in areas other than math, reading, and General Intellectual Ability. 50.6% of District 70’s gifted population has been identified in Reading. 42.06% of District 70’s gifted population has been identified in Math. 29.17% of District 70’s gifted population has been identified in General Intellectual Ability. Other areas have a significantly lower rate of identification. The area of creativity has an identification rate of 2.98%. The area of leadership ability has an identification rate of 0.2%. The area of writing has an identification rate of 4.96%. The area of science has an identification rate of 5.75%. The area of social studies has an identification rate of 0%. The area of World Language has an identification rate of 0.2%. The area of visual art has an identification rate of 1.39%. The area of performing arts has an identification rate of 0%. The area of music has an identification rate of 0%. The area of dance has an identification rate of 0%. The area of psychomotor has an identification rate of 0%. District 70 will measure the success of its annual target by looking to increase its identification rate in multiple areas from 30.36% to 33%.
The first action step is to adopt the IOWA test for the 2026-2027 school year. Prior to adopting the IOWA test, District 70 had no internal measures for the areas of Science or Social studies. The next action step is to have a Beginning of Year (BOY) meeting with all District 70's gifted coordinators, focusing on identification procedures. Ongoing meetings will also take place with all of District 70’s arts teachers. These meetings will take place at least once per quarter.
An outcome goal from meeting with art teachers is to identify more students for the talent pool.

Explain how meeting this target will improve gifted student performance.

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

The overall district identification rate will be the first measure used to see if identification procedures are being followed. The GT Coordinator will run iReady reports, CogAT Reports, and other district measures to see if there are students who have anchor data that are not being referred for gifted identification.
Identifying students who have not been identified will make programming decisions more effective. Currently, there are schools that have 1 or two students identified in an area per grade level, when they should have 4-5 students. With 4-5 students, PLCs and cluster grouping become more viable options.

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):**

Andrew Halvorson, District 70's Gifted Coordinator, is responsible for ensuring that each school's gifted coordinator understands gifted identification procedures. Each school's gifted coordinator is responsible for following those procedures. The Director of Curriculum and Instruction consults with Andrew Halvorson.
Andrew Halvorson meets district principals monthly and informs them about identification procedures and gifted programming.

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 primary measure used to determine the effectiveness of this proposed action is whether or not District 70's multiple areas identification rate has increased.
CogAT and iReady scores will be sampled to see if anchor scores from those measures are universally applied.

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?

District 70 is making a big push to have multiple academies in its high schools. Each high school has academies that focus on the arts. Increasing identification rates of gifted students within the areas that these academies serve makes it easier to justify more programming options within the academies

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

Andrew Halvorson

Action Required

No Content