AU: Roaring Fork School District - 54010

# 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.**

Early Access

### 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 is a continued goal from last year. While we developed materials and a more clear path for parents and evaluators with the process of Early Access and created a system that is more manageable, we haven't rolled it out yet or created any tracking of students that have applied for Early Access. We don't receive many applications, as a district, but our system should be really clear for anyone applying and everyone involved in the application process.

### Determine the student performance priority this program element will address.

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

The performance priority this addresses is about providing access to GT services for students of a young age.

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

1. Post all new materials and information on the website by December
2. Create a brochure of information for all preschools in the area explaining Early Access, the process and procedures involved and what would be required of parents and students by December

3. Distribute resources to preschools in February
4. Schools track all inquiries, regardless of whether they apply or not--throughout
5. Work with Data and Assessment Coordinator to enter information of applicants into IC or EduClimber for tracking purposes by April

## Explain how meeting this target will improve gifted student performance.

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

The tracking of students who have applied for Early Access would improve student performance because their data would be in our system and we would have a lot of information about them when they enter our schools--whether early or on time.
The roll out of our new materials would streamline our processes and create more access to parents who are interested in this opportunity and believe their child might qualify. Ensuring there is information out there, and the information is accessible, also helps ensure access to all students capable of this opportunity but also gives parents a better understanding of the process--that it is not just that the student is missing the cut off by a few days but that the child is highly gifted and requires support in their abilities. Putting all of the information in one place, all coming from the same place, ensures that everyone has the same information regardless of their language ability or where they go to preschool.

## 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. Rachel Molnar (GT Coordinator)
2. Rachel Molnar (GT Coordinator)
3. Patrick McGinty (SPED Director)
4. Stacy Park (Chief Academic Officer)

## 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.**

We will know if this is successful if:
A. we have more inquiries for Early Access that aren't related to simply missing the August cutoff date, or we have no inquires due to the fact that parents understand the purpose and process of Early Access.
B. any inquiries, even ones that don't come to fruition, are tracked for understanding point A above.
C. the inquiries follow the correct procedure (using the website and online application materials)
D. the inquiries show that parents fully understand the materials and what the process entails
E. the students who have applied are tracked in our system and that information is easy to find when a student applies for kindergarten

## 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?**

Roaring Fork Schools, including the PEAK (our term for GT) department aims to meet the needs of all students in our district. This would meet the needs of prospective students and then possibly or eventually our actual students.

## Program Element - Major Improvement Strategy 2 (Optional)

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.**

Parents are constantly asking for more information, more resources and more understanding of our gifted program at RFSD. A goal for us to hold at least one parent night at each school--whether that is informational (as in "Understanding ALPs") or creating connections (as in "Game Night with your child") or a learning night (as in "Enrichment Exposition"). Parents receive a newsletter with resources, they receive ALPs three times a year, they are encouraged to participate in conferences with their GT coordinator but participation in all of these activities or opportunities is low. If we can have a goal of one parent night per school and at least one district wide parent session, we will have much more parent participation across the district. Two years ago, we held a parent night and about 25 parents attended. This year, we are hosting two different online sessions and there are about 40 parents signed up. In total, we have 297 students identified as gifted in our district. 40 parents out of 297 students is about 13%. That is a very low amount of parents involved in learning more about their student's 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 addresses the element of engagement for families, parents and students. The more a parent understands about their student, the work they are doing, the activities they are engaged in and the opportunities they have at school, parents can advocate better for their students and promote more learning and engagement in different ways.

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

1. At the beginning of the year, set a goal for each school to host a parent event of some kind. Parent events can be at any time of the year so the goal will be created and then the event planned out. This will all be done by May.
2. During goal setting and planning, teachers will send out a survey to parents asking what type of night they would enjoy at their school by October. Coordinators will respond to their surveys by creating a parent night that relates to the parents' identified interests.
3. With help and funding from the 3150 grant, teachers will prepare an event for parents.
4. Teachers will send out a survey after the event for feedback and planning purposes.

## Explain how meeting this target will improve gifted student performance.

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

When parents are more involved and informed, they can advocate for their students in more helpful ways. We want to support student growth, advocacy, engagement and involving parents is just one piece of that very complicated puzzle.

## 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 eachIdentify who is responsible for implementing this years actions steps and the roles/decision making authority of each:**

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

1. All site based GT coordinators and teachers will be responsible for holding their events
2. Rachel Molnar (District GT Coordinator) will be responsible for ensuring events are held and tracking the participation of all of the events
3. Patrick McGinty (SPED Coordinator)
4. Stacy Park (Chief Academic Officer)

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.**

We will know if this is a success if our participation is above 13% district wide. If not, we will need to reevaluate our family engagement strategies and what families actually want and how they want to be engaged.

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 connects with our district mission and priority of strengthening collaborative relationships between schools, families and community partners.

Program Element - Major Improvement Strategy 3 (Optional)

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## 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.

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## AU Gifted Education Director of Record Name

Rachel Molnar

## Action Required

No Content