AU: Arapahoe 2, Sheridan - 03020

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.

This year, our focus has been on strengthening and refining identification procedures and processes to ensure consistency and accuracy in gifted identification practices. Based on this work, the next step is to utilize student work and assessment data to develop Bodies of Evidence (BOEs) that support more specific identification of areas of giftedness for students who meet the 95% cutoff score on the GT screener. This refinement responds to the need for more precise identification practices that move beyond a single data point and incorporate multiple measures of 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?

This program element supports a continued focus on data-driven instruction and identification practices. By identifying a specific area of giftedness and developing a Body of Evidence (BOE) for each student, we can ensure more accurate identification and more responsive instructional support aligned to student strengths. This approach strengthens the alignment between assessment data and instructional decision-making, ultimately improving the quality of services provided to identified students.

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

Beginning in Fall 2026, the program's primary focus will be on strengthening accurate identification processes for gifted learners. The GT screener will be administered in grades 2, 5, 7, and 10 in alignment with district identification procedures.
Following screening, Bodies of Evidence (BOEs) will be developed for students who meet eligibility requirements in order to determine specific areas of strength and support more accurate identification decisions.
Benchmarks and Timeline:
Fall 2026: Administer GT screener in grades 2, 5, 7, and 10; begin initial review of student data
By November 2026: Finalize an accurate list of students who meet identification criteria
By January 2027: Complete BOEs for all identified students
Spring 2027 and ongoing: Monitor BOEs throughout the school year and use them to inform Advanced Learning Plans (ALPs) and track student progress
BOEs will be reviewed and updated as needed to ensure they remain aligned with student strengths and instructional needs, supporting ongoing data-driven decision-making.

Explain how meeting this target will improve gifted student performance.

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

Students will receive more targeted and appropriate instructional supports based on a more precise identification of their areas of strength. The use of Bodies of Evidence (BOEs) ensures that identification is based on multiple data points, allowing for a more comprehensive understanding of student abilities.
Reviewing BOEs also strengthens collaboration among stakeholders by ensuring that educators, families, and support staff are aligned in understanding each student's learning profile and progress. More accurate identification leads to the development of more structured Advanced Learning Plans (ALPs) that are directly aligned to specific gifted domains.
This alignment ensures that student goals are focused, measurable, and personalized, which increases student ownership of learning and promotes greater academic engagement, growth, and success.

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. Gifted TOSA
2. Classroom Teachers
3. GT Director
4. School leaders, parents, 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.

By Spring 2027, all formally identified gifted students will have a clearly defined area(s) of giftedness aligned to the areas of gifted identification outlined in the ECEA. In addition, at least 50% of students in the talent pool will also have identified domain-specific strengths.

Furthermore, a minimum of 95% of identified gifted students will have a completed Body of Evidence (BOE) that includes multiple data sources supporting gifted identification decisions. BOEs will be used to verify identification accuracy, guide instructional planning, and ensure alignment with Advanced Learning Plans (ALPs).

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 aligned with the district's Priority Improvement Goal focused on data-driven instruction. The development and use of Bodies of Evidence (BOEs) strengthens the use of multiple data sources to inform identification decisions and instructional planning. This ensures that gifted identification processes are grounded in consistent, evidence-based practices that support equitable access to advanced learning opportunities.
Additionally, this work is convergent with district efforts to improve data accuracy, strengthen instructional alignment, and ensure that student programming is responsive to individual strengths and needs.

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.

This year's implementation of parent, family, and student engagement procedures included an initial parent meeting at the beginning of the school year and a planned end-of-year meeting. While the original goal was to hold quarterly parent meetings, this was not fully implemented due to a significant focus on cleaning and updating student data to ensure accurate records and improved systems. This work was necessary to strengthen the accuracy of family and student information used for communication, engagement tracking, and program planning. Moving forward, the goal is to re-establish consistent quarterly engagement opportunities for families.

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 addresses increasing meaningful parent and family engagement to support student success. Strengthening consistent communication and structured engagement opportunities will help families better understand student progress, access available supports, and actively participate in their child's educational experience.

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

Hold at least three structured parent/family engagement opportunities (beginning, mid-year, and end-of-year).
Re-establish quarterly communication structures (meetings, virtual sessions, or newsletters) beginning in the first quarter.
Increase consistent family participation and feedback collection after each engagement opportunity.
Ensure all planned engagement events are communicated at least 2–3 weeks in advance.
Timeline: Timeline:
Fall: Initial parent/family meeting + engagement calendar established

Winter: Mid-year engagement session + feedback collection
Spring: Continued communication + preparation for end-of-year meeting
End of Year: Final parent meeting + reflection and feedback analysis

Explain how meeting this target will improve gifted student performance.

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

Increasing consistent parent and family engagement will strengthen communication between home and school, ensuring families are informed about student progress, expectations, and available supports. When families are actively engaged, students demonstrate higher levels of motivation, attendance, and academic performance. Stronger engagement also supports earlier identification of needs and more timely collaboration between educators and families.

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): GT TOSA, Family Liaisons, school leadership
Accountable Person(s): GT TOSA, GT Director
Consulted Person(s): Teachers, Support Staff, District Engagement Teams
Informed Person(s): Families, School Staff, District Leadership

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.

Number of parent/family engagement events held
Attendance rates at engagement events
Family feedback surveys and participation input
Frequency and effectiveness of communication to families
Documentation of engagement activities and outreach efforts
Increased family participation over time

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 aligns with district priorities focused on strengthening family engagement, improving communication with families, and increasing access to information that supports student success. This initiative is integrated into existing school communication systems and is not a standalone effort, but part of ongoing district engagement and student support practices.

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

Denise Lopez

Action Required

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