AU: Boulder RE1J, St. Vrain Valley - 07010

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.

SVVSD continues to improve Gifted identification demographics for all populations indicating that improvement strategies are addressing root causes in priority areas. Students identified for Free and Reduced lunch (indicating socio-economic need) have increased from 9.7% in 22-23 to 11.9% in 24-25 to 11.5% in 25-26. While there are positive identification trends, data continues to not be representative of overall district data for this group according to the Donna Ford Formula, creating a need to continue root cause solutions.

Determine the student performance priority this program element will address.

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

SVVSD will continue to address gifted identification of priority student populations. While continued data suggests efforts are improving identification trends, additional time and root cause solutions are needed.

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

Utilizing the Donna Ford Formula, SVVSD has increased the representation index for Free and Reduced Lunch from .30 (22-23) to .34 (24-25) with a minor set back to .33 (25-26) and will strive for a representation index

of .34 or higher for this priority group in the next year. Additionally, SVVSD will monitor trend patterns over time towards a final goal of representation (.8 representation index).
Action Steps, Timeline, Benchmark
1. Universal Screen 2nd Grade CogAT
Timeline: September/ October, Completion and review of screening across all 2nd grade students in SVVSD
2. Universal Screen 5th Grade, Naglieri General Ability Tests. We will expand to 5th grade screen at all schools in accordance with USQP grant funding guidelines.
Timeline: September/ October, Completion and review of a non-verbal screen in the year before middle school.
3. Ongoing teacher training on best practice (talent development, vertical differentiation, Depth and Complexity) including a district monthly meeting with a representative for each building, district and building level
class options for Depth and Complexity, and a professional development focus on vertical differentiation/ talent development for GT teachers.
Continual development of district capacity to understand the specific academic and social emotional needs of gifted learners, monitored with anecdotal evidence and teacher feedback.
4. Continued placement of .5 GT teacher at Title K-8 for talent development, teacher coaching, plan support (per feedback from GEM process)
In addition to increased identification, effectiveness will be monitored by anecdotal observation focused on classroom teacher capacity to provide talent development and advanced instruction.
5. Ongoing parent outreach, parent presentations, and written content will continue to be supported with translation and interpretation services.

Explain how meeting this target will improve gifted student performance.

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

Identification of all learner demographics is a cornerstone of the mission and vision of our department. Creating systems responsive to both identification and talent development ensures greater access to all advanced learners. When students are identified, teachers are aware of the unique learning needs for the student ensuring a stronger
educational outcome.

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): Jennifer Mayer, Jaimarie Nelson, Gifted Education Coordinators
Accountable Person(s): Johnny Terrell, Assistant Superintendent of Student Services, Educators and Administrators
Informed Persons including educators and administrators

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.

Continual yearly monitoring of identification demographics for priority areas and the representation index using the Donna Ford Formula.

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?

Gifted education is embedded into district priorities including rigorous well-aligned standards, curriculum, instruction and assessment and the development of outstanding teachers and staff. Within these priorities, gifted education supports advanced learning, differentiation, talent development, graduation rates, and enrollment in advanced or AP coursework.

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

Jen Mayer and Jaimarie Nelson

Action Required

No Content