AU: Larimer R-2J, Thompson - 35020

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.

Evaluation and Accountability 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.

The Thompson School District has been working on specific achievement goals for students for several years. The gifted department has been supporting the overall district goals by focusing on these same goals as they apply to the gifted student population. Last year, TSD set a goal to reduce the achievement gap for gifted students scoring “Exceeds” on CMAS between White/Asian students and non-White/non-Asian students. Specifically, TSD looked to reduce the gap between these student groups by 7% in Math and 2% in Reading. The results of the work done were to reduce the gap in math by 5.4%, however the 2% gap between student groups in Reading remained.

Determine the student performance priority this program element will address.

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

This element will address the needs of students by focusing on increasing the number of students who are scoring “exceeds” on state assessments, thus raising performance for gifted students and the district overall.

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

TSD will further reduce the gap between math-identified gifted White/Asian students and math-identified gifted non-White/non-Asian students who score “exceeds” on CAMS in math. In 2023-2024 the gap was 13.4%. In 2024-2025, the gap was 8% (a reduction of 5.4%, almost meeting our goal of 7%). Goal: By the end of the 2025-2026 school year, TSD will reduce the gap between these two groups of students by another 5%.
In reading, TSD will work to eliminate the gap between Language Arts identified gifted White/Asian students and Language Arts identified non-White/non-Asian students. In 2023-2024 the gap between these two student groups was 2% and in 2024-2025 the gap increased to 2.7%. Goal: By the end of the 2025-2026 school year, TSD will eliminate the gap between these two groups of students.
Action Steps:
TSD teachers will continue to engage in math pedagogy training from All Learners Network and implement the district-provided math curricula. (ongoing throughout school year with 4 coaching visits from ALN per school this year)
Teachers will also use assessment data to create small groups in math to target instruction for students who need additional challenge. (ongoing throughout school year)
Gifted educators in TSD will engage in Writing PLC work that focuses on improving writing outcomes for students, increasing student stamina for writing, and teaching students how to revise their writing. (at each late start district Wednesday meeting – monthly)
Gifted educators will also implement common assessments to evaluate students’ writing to better inform instruction. (September, March-April)

Explain how meeting this target will improve gifted student performance.

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

This goal is focused on increasing achievement for gifted students and reducing the achievement gap between student groups. TSD strives to Meet the needs of our gifted students equitably so that each student can learn to their greatest potential. TSD has developed a portrait of a graduate that delineates what each student will be capable of when they graduate from our schools. This goal is predicated on providing students with rigorous instruction in their identified areas so that they are able to grow academically.

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):**

Carol Swalley, Gifted Education Administrator - responsible for decision making, implementation, progress monitoring, and review
Gifted Education Teachers - responsible for implementation and student data progress monitoring
Director of Curriculum, Learning, and Design - responsible for decision making and review

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.

CMAS will be used to measure this goal.

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 is a convergent goal with the DUIP.

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

Carol Swalley

Action Required

No Content