AU: Adams 27J, School District 27J - 01040

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.

Evidence and Rationale for the selection of this program element
EOY Data 2024-25 - Percentage of Student Population
Overall: 6.46% (5.82% in 23-24)
Hispanic: 3.2% (2.84%) 52.3% - .06
White: 10.76% (9.48%) 36% - .29
Multiracial: 8.76% (8.28%) 3.8% - .43
Asian: 9.08% (8.38%) 4% - .44
African American: 5.45% (4.28%) 3.3% - .60
American Indian: 6.09% (7.00%) 0.3% - .04
N.H or P.I: 4.41% (4.93%) 0.3% - .06
While we increased our percentage of student population in ALL areas except for American Indian and Pacific Islander students, when compared to EOY 23-24, we are still behind on our goal of African American students, and far behind on our goal of Hispanic students

Determine the student performance priority this program element will address.

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

This will address the percentage of students who are identified as Gifted/Talented, with a specific focus on our Hispanic students.

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

District-wide 7.5% identified overall, Hispanic 5.5%
Action Steps:
- Maintain the systems of district-level GT Team assessing students for potential GT identification, with input from building-level GT Leaders
- Maintain the system of district-level GT Team compiling and analyzing data for potential GT identification. District-level GT Team has more flexibility in their schedules and has an efficient system for targeting students for additional testing, through the analysis of CMAS, CogAT, and FastBridge assessments
- Stronger PD on characteristics of gifted learners for teachers, especially those from Hispanic backgrounds. Examples of this will be time dedicated at each of our GT Leader meetings - we are looking into shorter monthly meetings for building-level GT Leaders, as opposed to longer meetings that take place once per semester. Our schedule of having Mondays without students can accommodate this change.
- Improved data analysis of ACCESS testing, partnering with our CLD department when necessary for assistance with this. Our CLD department has been a big support with increasing the need for GT identification with this population, and they are able to get us the reports and data that we need with ACCESS achievement and growth.
- Increase in professional development and classroom use of board games that promote nonverbal/critical thinking and problem-solving, with the anticipation that these students will be better prepared for the Nonverbal Battery of CogAT in the Fall.
District-Wide initiative to expand identification beyond the three areas that 27J Schools tends to prioritize (Reading, Math, General Intellectual Ability)
Action Steps:
- Purchasing licenses from Riverside Data Manager to include Iowa Test of Basic Skills in Science and/or Social Studies
- Increasing the awareness of steps needed to pursue an identification in Visual Arts (portfolio submission, juried performance) and offerings for students who are identified as gifted in Visual Arts
- Expanding talent identification to include Leadership and Creativity

Explain how meeting this target will improve gifted student performance.

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

Meeting the target of overall identification to 7.5% of our student population will improve performance by highlighting the need to provide targeted programming for these students - it’s much easier to develop programming for kids if we know that they are in our buildings. Meeting the specific needs of raising our identified Hispanic population will help to provide equity in our buildings for gifted learners of all backgrounds.
By maintaining much of the identification process at the district level, we anticipate that will free up our building-level GT Leaders to be able to prioritize ALP compliance and effectiveness.
By expanding our identification systems and structures to include Science, Social Studies, Leadership, and Creativity, as well as improving our identification process in Visual Arts, we can identify students in areas that are not yet achievable in 27J Schools, and therefore improve student performance through Advanced Learning Plans in these areas.

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): Steve Davis
Accountable Person(s): Amanda Reynolds (6-12), Erin Blick (K-5)
Consulted Person(s): Building GT Leaders in all 30 schools
Informed Person(s): Teachers and Families, and Students as well, in all 30 schools

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.

Consistent monitoring (monthly) of our overall and disaggregated identification numbers and percentages

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?

Equity is built into the district wide UIP, and there is consistent use of the word EVERY when discussing student achievement.

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.

We continue to have a robust program offered for students in grades K-5 at Pennock Elementary in our school-within-a-school format with the Achieve Institute. This program continues on to Vikan MIddle School for grades 6-8. While we have made great improvements in the number of students that typically continue from 5th grade at Pennock to 6th grade at Vikan, we do still lose 2-5 students each year to the families' boundary middle school. This is, in part, due to the negative perception of Vikan Middle School. Our goal would be a total of about 45 GT students per grade (6-8) enrolled at the Achieve Institute program at Vikan Middle School. During the 2025-26 school year, we currently have 32 students enrolled in 6th grade, 27 enrolled in 7th grade, and 28 enrolled in 8th grade. These 87 students represent our highest total in the lifetime of the Achieve Institute, but our ultimate goal would approach 135.
Our goal is to continue to change the perception of the GT programming at Vikan. This would cause an increase in students coming from other elementary schools, and to lose fewer kids we already have when we transition from 5th grade to 6th grade.

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 the middle school slide in achievement and growth for our Gifted/Talented students, by keeping many of them clustered/cohorted through their middle school years.

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

We will continue to host several social gatherings throughout the school year (at least one every other month), where all of our K-8 Achieve families are invited to attend. We host these after school hours, with the purpose of having some of the middle school families interact with some of the elementary school families, so the families of younger students can hear that Vikan is a positive location for their GT children to attend.
During the months that we are not hosting Achieve Institute family nights, we will continue to offer district-wide GT parent evenings with a focus on one or more common characteristics of gifted children. During the 25-26 school year, we offered these evenings via Zoom, in order to reach as many families as possible. These were well-received, and we would love to continue to consider this for the 26-27 school year.
The GT Team will continue to offer an Information Night to families of GT 8th grade students, in order for these families to understand their options and the expectations of students who are entering high school in the coming year.
We are also inviting our 4th grade Achieve families to attend the middle school information nights, with the thinking that they can gain more information prior to entering their 5th grade year.
Vikan Middle School is under new leadership beginning in the 2026-27 school year. The incoming principal was hired, in part, because of his record of improving family involvement. We will be partnering with him to add or improve on the ideas already mentioned above.
The 27J Schools GT Team would like to create a Parent Advisory Council for the families of gifted students. We have spent the past couple years building trust with our GT families, and would like to leverage that trust to create this group during the 2026-27 school year.
The GT Team would also like to reinstitute quarterly GT newsletters to be sent out to families, with relevant information and resources for families to access.

Explain how meeting this target will improve gifted student performance.

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

We believe that, if we can grow our enrollment numbers of GT-identified students at Vikan Middle School, this will allow for more opportunities for these students to receive specially designed instruction for their needs.
We believe that offering district-wide GT sessions will help to maintain the positive partnership with our families of gifted students. This will theoretically lead to a wider range of participation in the Parent Advisory Council, beyond just the Achieve Institute families.
We believe that the newsletter will be a great way to advertise upcoming events, and to help with consistent advertisement for the Achieve Institute.

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):**

Responsible Person(s): Steve Davis, Amanda Reynolds, and Erin Blick - overseeing and coordinating the family events, communicating these events to parents, and following up afterward
Accountable Person(s): Vikan and Pennock GT staff, when available. These people will serve as community support
Consulted Person(s): Vikan and Pennock building administrators - These people will also serve as community support

Informed Person(s): Families of our K-8 Achieve Institute students. They will be invited to all of the events. We will also invite our district-level staff to these as well.

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 look at attendance data for the events, including those who are returning for future gatherings. We will also look at our “Intent to Continue” data for our 5th grade families, as they make their decision to continue with the Achieve Institute program at Vikan or to have their 6th grade child continue elsewhere in or out of 27J Schools.

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?

Family engagement is a large priority in our district, so this work will converge with district goals. We are also hosting a few district-wide GT family evenings, where we will invite all families of Gifted/Talented children to our events to discuss issues such as Perfectionism, Motivation, Social Interaction, and High School options, in order to strengthen our district GT community.

Program Element - Major Improvement Strategy 3 (Optional)

Programming

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.

CMAS performance - percentage of Gifted/Talented students who scored Met or Exceeded in Spring of 2024 (Literacy)
3rd grade - 79.2%, down 6.8 points from 2024
4th grade - 83.4%, up 5.5 points from 2024
5th grade - 82.1%, down 4.2 points from 2024 (2-year downward trajectory)
6th grade - 79.5%, down 7.6 points from 2024 (2-year downward trajectory)
7th grade - 90.1%, up 1.1 points from 2024
8th grade - 88.5%, up 2.7 points from 2024
CMAS performance - percentage of Gifted/Talented students who scored Met or Exceeded in Spring of 2024 (Math)
3rd grade - 85.1%, down 3.9 points from 2024
4th grade - 92.5%, up 15.4 points from 2024
5th grade - 89.3%, down 0.6 points from 2024
6th grade - 76.8%, up 3.8 points from 2024
7th grade - 77.3%, down 8.9 points from 2024
8th grade - 86.8%, up 7.6 points from 2024 (2-year upward trajectory)
CMAS growth - percentage of Gifted/Talented students who had at or above 50% growth (Literacy)
4th grade - 56.1% of students, down 6.7 from 2024
5th grade - 47.2% of students, down 3.5 from 2024 (2-year downward trajectory)
6th grade - 55.9% of students, up 1.6 from 2024
7th grade - 58.3% of students, up 4.0 from 2023

8th grade - 55.9% of students, up 4.2 from 2023 (2-year upward trajectory)
CMAS growth - percentage of Gifted/Talented students who had at or above 50% growth (Math)
4th grade - 63.7% of students, up 1.4 from 2024 (2-year upward trajectory)
5th grade - 60.0% of students, up 7.8 from 2024
6th grade - 42.1 of students, up 2.7 from 2024 (2-year upward trajectory)
7th grade - 50.7% of students, down 15.4 from 2024
8th grade - 50.0% of students, up 8.9 from 2024 (2-year upward trajectory)

Determine the student performance priority this program element will address.

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

CMAS testing is the one of the main measures that we use to determine effectiveness of schools, and the growth aspect is particularly interesting to look at for GT learners, as one would assume that achievement will be higher than other demographics.

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

Continued application and use of Concept Quests across all schools grades K-5 to increase critical thinking and deeper understanding of grade level Math concepts
Creation and pilot of an Advanced 8th grade ELA and Science course at Vikan Middle School for our Achieve Institute students, as well as continued implementation of 6PLUS advanced math course to address the stagnation/ drop in math scores at the 6th grade level for our GT students.
Increased understanding and use of the Gifted/Talented resources that our district has to offer (Depth & Complexity, Jacob's Ladder, William & Mary)
Increase in professional development - offering a "GT 101" course that teachers can engage in as desired that will deepen understanding of nature and needs of GT learners, as well as effective strategies for differentiation and engagement with our GT population
Implementation of quarterly GT Newsletters to district staff focusing on GT best practices
Piloting of a combined ALP/ICAP process for 9-12 students.

Describe the specific action step(s) (activities, strategies) the AU will take this year to meet the overall goal described in the CPP.

Concept Quests - early training for all teachers in grades K-5, facilitated by our district-level Elementary GT Coach, with ongoing and support from the Coach and the GT Specialist
Advanced-level ELA and Science classes - these will be developed, in part, by the courses that are already in place at Brighton High School. They will be designed as an "Introduction" to Honors and/or Advanced Placement courses.
6 Plus math class- Secondary GT Coach, Secondary Math Specialist, and Secondary Programming Coach will create a vertically aligned frame that combines 6th and 7th power standards into a scope and sequence that pushes students through 6th grade and 7th grade math. Course will be piloted at the GT school within a school. The hand selected students in this course will be closely monitored for progress throughout the year.
GT Resources - the GT Team will communicate through the building-level GT Leaders to offer choice-based training on the resources that we have in our district: Depth & Complexity, Jacob's Ladder, William & Mary, as well as a Nature and Needs type of class for GT Learners. We will be exploring the possibility of offering district-level credit toward relicensure and/or salary advancement in order to increase interest
ALP/ICAP- the GT team will partner with the PSWR team as well as 9-12 counselors to backwards plan ICAP focus and align ALP elements.

Explain how meeting this target will improve gifted student performance?

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

By engaging our GT learners in content and courses that offer more rigor and depth, their ownership will improve, and students tend to perform at a stronger level when that ownership is strong. The longer-term effects of this programming will be evident when they move on to high school and enroll in Advanced Placement and/or Concurrent Enrollment courses.
The choice-based training will add to teachers' repertoires, which will lead to stronger and more-informed instruction for their GT students.
The ALP/ICAP alignment will lead to more impactful ALPs at the high school level, and will aid our oldest GT students to make decisions with a post-secondary future in mind.
The deeper understanding that will come with the use of Concept Quests and Depth & Complexity will work to solidify students' understanding of grade-level concepts, which will then lead to improvements in achievement and growth on the state testing.
The accelerated ELA and Science courses will provide for depth and rigor in these content areas, and give our GT learners at this building an opportunity to experience advanced-level classes before beginning high school.
An accelerated 6th grade course that pushes advanced students to be better prepared for the accelerated offerings in 7th grade and beyond will work to strengthen their mathematical trajectory as well as improve achievement and growth on standardized academic measures.
By offering choice-based training for the GT resources we have, we can reach a broader audience within the district, as opposed to just our building-level GT Leaders. This can impact student performance by giving the teachers the tools they need to meet their GT Learners' needs.
By combining the ALP and ICAP processes, we will be creating a streamlined and cohesive process for students and staff to ensure that students are creating meaningful plans and staff are able to utilize the document to drive programming supports.

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)
Steve Davis, GT Instructional Specialist
Amanda Reynolds, Secondary GT Instructional Coach
Erin Blick, Elementary GT Instructional Coach
Accountable Person(s)
GT Leaders within each building
Instructional Coaches within each building
Classroom Teachers within each building
Consulted Person(s)
Individual buildings' administration
Individual buildings' classroom teachers
Informed Person(s)
Classroom teachers
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.

The yearly measure will be CMAS literacy and math testing, both achievement and growth. Additionally, all students in 27J Schools take FastBridge Reading and Math tests two or three times a year, and we will use that to measure success as well.
Additionally, our students take District Common Assessments in several subject areas throughout the school year (three times a year for elementary, four times a year for secondary), and we use that data to measure success as well.

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?

Student achievement is the top priority for 27J Schools, so this work converges with district priorities very closely.

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

Stephen Davis

Action Required

No Content