AU: El Paso 3, Widefield - 21030

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.

Personnel

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.

Feedback from monitoring through our recent GEM (March 2026) indicated a need to strengthen high school supports for already identified GT students. It was also clear through our student/staff and parent surveys that our high school students desire additional supports with post high school plans, Advanced Learning Plans (ALP) goal achievement, as well as opportunities to connect with other identified GT students.

Determine the student performance priority this program element will address.

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

Identified high school students will use their academic lab/advisory period to be with likeminded students with a Gifted and Talented teacher.
The class will support students with their Affective Goals through purposeful plans and activities to support individual ALPs as well as the development of executive functioning skills.
The teacher will work with the students to create a 4 year high school plan helping them progress through classes and find pathways that meet their desired post secondary outcome. The teacher will connect students with community and industry resources aligned to their goals and pathway.
The FTE (.5) will also educate district staff to support the identification of students in various talent areas.

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

May of 2026
Develop job description
Hire teacher
Work with high school principles to ensure advisory/academic lab is set to accommodate GT students up to 3 days per week
August- October
Classes begin - all students are scheduled into the class
Group and one on one supports continue throughout the year
ALP goals set
Professional learning for high school educators
ID students who may qualify to include nonacademic areas
November - February
Midyear check on ALP goals
Pathways are developed and clear for our freshman and sophomore students
Juniors and seniors will continue to work through their current plan
March - May
Continue to develop the class to meet the needs of
End of year goal reflection and attainment
Survey students and staff to receive feedback on the new class and designated teacher support
Make program changes based on feedback

Explain how meeting this target will improve gifted student performance.

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

Survey data will determine the effectiveness and impact on our GT students programming, opportunities, and supports.
Students' gifted performance will improve through consistent teacher support, classroom instruction to support executive function and SEL needs and broaden pathways for students to support high school and post secondary goals.

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. Tricia Bentley
2. Teacher (TBD)
3. Tricia Bentley, Jen Bonds, high school administrators
4. High school administrators, central ad instructional team

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.

Survey data with parents/staff and students will show improvement in attitudes toward their gifted status and the effectiveness of their ALP programming.
Written pathways for individual students will show specific plans toward supporting GT students to utilize clear pathways toward graduation and post secondary plans.
There will be a 20% increase in the percentage of students achieving their affective goals.

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 the district mission and vision and our focus on professional learning communities (PLCs). As part of this it is our expectation that all students will learn at or above grade level and we will address the question - What will we do when they already know it?

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

Tricia Bentley

Action Required

No Content