AU: Arapahoe 1, Englewood - 03010

# 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.**

Identification rates have increased from 3.66% to 5.25% over the past three years, demonstrating progress; however, rates remain below recommended levels and vary across schools. Based on data trends, GEM feedback, and the need to improve equitable identification, the district selected Identification Procedures as the primary improvement strategy to refine and scale effective practices.

### Determine the student performance priority this program element will address.

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

The student performance priority is to increase equitable identification and access to gifted programming so that more students with advanced potential are recognized and supported. By strengthening identification procedures, the district will improve academic engagement, ensure appropriate levels of challenge, and support growth for students whose needs are not currently being fully met.

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

Anticipated Annual Target, Action Steps, Timeline, and Benchmarks (2026–2027):

Increase gifted identification from 5.25% to at least 6.25% by May 2027 by strengthening and standardizing identification practices across the district. The district will administer universal screening (NNAT-3) to at least 90% of 5th graders (August–November 2026) and 2nd graders (March–April 2027), with post-screening (Games Identificaiton) in November 2026 and April 2027 for students that score within 85%tile-904%tile for Talent Pool. The talent pool will be expanded and monitored beginning August–September 2026, maintaining ~85th percentile criteria, with a goal of increasing participation by 20% and tracking movement into gifted identification. Professional development will be provided to all Gifted Facilitators and staff (August, October, and March) to improve recognition of diverse gifted characteristics and increase referral consistency. Body of Evidence (BOE) and referral practices will be standardized across schools by October 2026, with ongoing monitoring to ensure consistency and increased referrals from underrepresented groups. Additionally, two family engagement sessions (October 2026 and April 2027) will be held to increase awareness of the identification process. Success will be measured by achieving the 6.25% identification rate, maintaining an upward trend, increasing talent pool participation, and demonstrating improved consistency and equity in identification practices across schools.

Explain how meeting this target will improve gifted student performance.

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

Increasing the gifted identification rate from 5.25% to at least 6.25% will improve gifted student performance by ensuring that more students with advanced potential are accurately identified and then be able to provide an appropriate level of challenge and support. District trend data shows a steady increase in identification from 3.66% in 2023–2024 to 5.25% in 2025–2026, indicating that improvements to universal screening and identification practices are positively impacting access to services. However, identification remains below recommended ranges, suggesting that some students, particularly those from underrepresented groups. Research and best practices in gifted education support the use of universal screening, multiple data points (Body of Evidence), and talent development models to reduce bias and increase equitable identification which have been implemented within the last two Annual Plans. By strengthening these systems, the district will increase identification to then focus on development of differentiated instruction, enrichment opportunities, and effective Advanced Learning Plans (ALPs).

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 Director of Record-Dr. Amanda Ortiz-Torres
2. Executive Director of Student Services- Callan Ware
3. Gifted Facilitators, one at each building site
4. CDE GEM Team and Metro Gifted 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.**

The success of the proposed actions will be measured using both quantitative and qualitative indicators aligned to identification, equity, and system consistency. Quantitative measures will include an increase in the overall gifted identification rate from 5.25% to at least 6.25% by May 2027, a 90% completion rate of universal

screening for 2nd and 5th grade students, a 20% increase in talent pool participation, and documented increases in the number of students moving from the talent pool to formal gifted identification. Additional quantitative monitoring will include referral patterns, particularly increases in referrals and identification of students from underrepresented populations. Qualitative measures will include pre- and post-professional development feedback from staff demonstrating increased understanding of gifted characteristics and identification practices, as well as survey data from families indicating improved understanding of the identification process. System-level measures will also include consistency checks of Body of Evidence (BOE) implementation across schools and increased alignment in identification practices as evidenced through district monitoring and review processes.

### 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 highly convergent with existing district priorities because it directly supports goals around student personalized learning plans that outline achievement, equity, instructional excellence, and college and career readiness. The focus on strengthening gifted identification aligns with district-wide efforts to ensure all students receive instruction at their appropriate level of challenge and access to rigorous learning pathways. It also connects to ongoing priorities in MTSS frameworks by using a body of evidence approach to identify student needs and match them with data driven instructional practices.
Additionally, this work is aligned with district initiatives focused on data-driven decision-making, ensuring that instructional planning and program placement are informed by multiple data points and consistent review cycles. It supports equity priorities by expanding access to talent pool identification and reducing reliance on single measures of achievement, which helps identify students from underrepresented groups who demonstrate potential.

### 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

Amanda Ortiz-Torres

## Action Required

No Content