AU: Adams 12, Northglenn-Thornton - 01020

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.

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.

From our previous GEM cycle, an area to focus on is programming. "Programming and differentiated instruction is not consistently meeting gifted learners needs across the district"
12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);
12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

Determine the student performance priority this program element will address.

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

Our district UIP has identified Student Performance Priority Evidence #1
Based on CMAS data (which is similar to our internal NWEA MAP data), students are not achieving or growing at the rate they were in the Spring of 2022. In the Spring of 2025, the growth in both content areas at all school levels have fallen below the State expectation of the 50th percentile.

This trend is similar when we disaggregate GT learners:
Elementary Schools - Both ELA and Math growth declined from 2022 and from the previous year, yet still meet the State expectation of the 50th percentile.
Middle Schools - ELA has declined from 2022 and from the previous year, yet still meet the State expectation of the 50th percentile. Math growth declined from the previous year and is flat when compared to 2022, and still meets the State expectation of the 50th percentile.

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

When considering the SPP and our district CMAS data disaggregated by GT. We have set the following targets
Elem CMAS ELA MGP:
2022, 63; 2024, 53;
Target 2025, 58.5, Actual, 54
Revised Target 2026, 58
Elem CMAS Math MGP:
2022, 59; 2024, 61;
Target 2025, 63, Actual, 58
Revised Target 2026, 63
Middle CMAS ELA Achievement:
2022, 774.2; 2024, 776.3
Target 2025, 780, Actual 775.13
Revised Target 2026, 779
The action steps detailed for each district major improvement strategy will be implemented by the AAGS Director and in collaboration with other Learning Services Directors and Coordinators.
MIS 1: Educators intentionally plan, both individually and collaboratively, to engage students in learning partnerships that foster a sense of academic and social belonging.
AAGS Strategy: We will collaborate to ensure that all support for GT program development and instructional improvement is aligned with district expectations, each school's improvement goals, and the coordinated efforts of Learning Services. This alignment will promote coherence across schools while honoring the unique contexts and priorities identified in individual school plans.
Goal 1: Strengthen cross-department collaboration to provide coherent, school-centered professional learning that equips leaders and teachers to meet the needs of gifted and advanced learners within Tier 1 instruction. Success will be measured by 80% of leaders reporting improved coherence in support and 80% of classroom walk-throughs reflecting the use of GT-aligned strategies.
Goal 2: 100% of schools will implement GT programming aligned with the district's GT framework, supported by professional learning and the use of disaggregated student data to ensure equitable identification and services. Progress will be monitored through GT identification data and school-level GT program plans.
MIS 2: Educators intentionally plan, both individually and collaboratively, to engage in short improvement cycles to strengthen the consistency of rigorous and relevant grade level learning for all students.
AAGS Strategy: AAGS will provide school-specific support aligned to each school's instructional priorities.
Depth and Complexity Framework Principal Cohort: AAGS will collaborate with school leaders to embed the Depth and Complexity Framework into core instruction to support depth, critical thinking, and differentiation.
Goal 1: Collaborate with the principal cohort to embed the Depth and Complexity Framework in at least 80% of classrooms, aligned with each school's instructional priorities. Implementation will be measured through planning artifacts and instructional walk-throughs, with impact reflected in growth toward school achievement and growth targets.
Tier 1 Gifted Strategy Focused Schools: AAGS will support schools in integrating evidence-based strategies that promote higher-level thinking, critical reasoning, and academic challenge aligned with their instructional vision.
Goal 2: Collaborate with schools prioritizing Tier 1 gifted strategies to integrate evidence-based practices, such as effective questioning, rigorous tasks, and metacognitive routines, into at least 80% of classrooms. Implementation will be measured through walk-throughs, with impact reflected in achievement and growth targets.

Action Steps and Goals will be reviewed quarterly.

Explain how meeting this target will improve gifted student performance.

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

This target aligns with our district focus to address achievement and growth declines in ELA and Math in elementary and middle school students.
Meeting these targets would return the growth and achievement of our gifted learners and exceed the growth of GT peers across the state.

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. ED of Professional Learning and Strategic Alignment and AAGS Director
2.ED of Professional Learning and Strategic Alignment and AAGS Director
3.ED of Professional Learning and Strategic Alignment, AAGS Director, MTSS Director, and ITLS Director
4. Learning Services Leadership, Principals

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.

Each MIS will be measured on a Performance Management Tool. This tool includes quarterly benchmarks to meet the year end goal. It identifies each individual's actions by quarter as it relates to the goal. At the midpoint and end of each quarter the progress is updated, shared, and reviewed with a team of Learning Services Directors, Executive Directors, and the Chief Academic Officer. Each Learning Services Department has a Performance Management Tool that is aligned to their work and goals and to the District UIP and aligned goals and priorities.

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 convergent with our district priorities. Our district strategies to support SPP are also strategies that we will implement that directly impact the SPP for gifted learners.

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.

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AU Gifted Education Director of Record Name

Lynn Saltzgaver

Action Required

No Content