AU: Arapahoe 5, Cherry Creek - 03030

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.

Data analysis of gifted and talented identification within CCSD documents underscores the ongoing need for continued improvement toward achieving proportional identification by race and for Multilingual Learners. CCSD has not yet met its goal for equitable identification, underscoring this as a priority for continued growth. This continued focus, along with the established targets, aligns with and is explicitly outlined in the district's Strategic Plan.
Additionally, the 2024 Gifted Education Monitoring (GEM) report identifies a need for continued professional learning for teachers of neurodiverse students, with an emphasis on increased refinement and depth, as a key strategy for improving proportional identification. The GEM further notes that the district intentionally uses a formal Gifted Talent Pool designation as part of its equitable identification efforts for underrepresented populations, to ensure exposure, access, and opportunities that maximize students' aptitude and potential. However, further analysis of Talent Pool data in CCSD documentation reveals ongoing questions about the pathways from Talent Pool designation to formal gifted identification. Specifically, the data suggest a need to examine potential barriers, access to opportunities, and consistency of supports that may impact student progression from the Talent Pool to formal identification. Addressing these questions is essential to strengthening equitable identification systems and ensuring that the Talent Pool designation effectively serves as a bridge rather than a stopping point for historically under-identified student groups.
Level 1 Satellite Data:

BOY (8/2025)
District Enrollment = 50,781
Gifted Identification = 4, 006
Percent Gifted in District = 7.9%
MOY (1/2026)
District Enrollment = 50,581
Gifted Identification = 4, 336
Percent Gifted in District = 8.6%
Level 2 Map Data (Race/Ethnicity District Enrollment vs GT Identification Data; Multilingual Learner Profile Enrollment vs GT Identification Data; *utilizes Dr. Donna Ford's variance model):
Formal GT Identification BOY (8/2025)
Black
District = 11.7%
GT = 4.2%
*Goal Range = 9.3% - 14.0%
Hispanic/Latino
District = 24.3%
GT = 10.6%
*Goal Range = 19.4% - 29.1%
Talent Pool Designation BOY (8/2025)
Black = 11%
Hispanic/Latino = 20%
Formal GT Identification MOY (1/2026)
Black
District = 11.7%
GT = 4.3%
*Goal Range = 9.4% - 14.1%
Hispanic/Latino
District = 24.1%
GT = 10.6%
*Goal Range = 19.3% - 28.9%
Talent Pool Designation MOY (1/2026)
Black = 11%
Hispanic/Latino = 21%
Formal GT Identification BOY (8/2025)
Multilingual Leaner
District = 15.1%
GT = 1.4%
*Goal Range = 12.1% - 18.2%
Talent Pool Designation BOY (8/2025)
Multilingual Learner = 7%
Formal GT Identification MOY (1/2026)
Multilingual Leaner
District = 16.6%
GT = 1.6%
*Goal Range = 13.3% - 19.9%
Talent Pool Designation MOY (1/2026)
Multilingual Learner = 3%

Determine the student performance priority this program element will address.

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

Equity and access are the student performance priorities that this program element/goal will address. CCSD is

committed to strength-based programming and talent development to support the equitable identification of students in underrepresented populations.

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

By June 2027, identified inequitable representation, at the district level, by race/ethnicity and Multilingual learner profile within Gifted programming will be reduced within the *District's identified goal range (*Dr. Donna Ford's variance model).
1. Data analysis of GT identification by race/ethnicity, multilingual learners by district, level, feeder, and individual school (August 2026 baseline Beginning of the year data, January 2027 Mid-year data, May 2027 End of year data with longitudinal comparison since August 2024)
2. District-led goal-setting meetings with individual schools (Goal-setting meetings = Fall 2026, End of Year Goal debrief meetings = May 2027)
3. Disaggregation of Universal Screening data by school and targeted NSS GT teacher training utilizing local norming analysis (Semester 1, 2026)
4. Data analysis of TP designation (including TP designation to formal Gifted identification) by race and multilingual learners by district, level, feeder and individual school and targeted NSS GT staff training (Levels meetings = August 2026, Sept. 2026, Oct. 2026, March 2027, May 2027)

Explain how meeting this target will improve gifted student performance.

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

If the goal is achieved as planned, students across the district will experience equitable access, identification, and participation in Gifted programming, regardless of race or Multilingual Learner status. By June 2027, the reduction of inequitable variances will ensure that Gifted identification more accurately reflects the district's student demographics, resulting in outcomes such as:
• Increased access to advanced learning opportunities for students from historically under-identified racial groups and Multilingual Learners, allowing more students to have their strengths, aptitudes, and potential formally recognized.
• Earlier and more consistent pathways into Gifted services, reducing missed opportunities caused by bias, limited exposure, or inconsistent referral and identification practices.
• Improved academic confidence, engagement, and achievement as students see their identities, cultures, and linguistic assets valued within advanced learning spaces.
• Stronger continuity of support from Talent Pool designation to formal Gifted identification, ensuring that identified potential is nurtured rather than stalled.
• More inclusive learning environments within Gifted programming, benefiting all students through diverse perspectives, collaboration, and culturally responsive instruction.
• Long-term equity in outcomes
Ultimately, achieving proportional identification will affirm the district's commitment to talent development for all learners and ensure that Gifted programming functions as a vehicle for opportunity—aligning student experiences with the district's Strategic Plan and equity commitments.

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): Teachers of Neurodiverse/Gifted Students, Building Administrators, Neurodiverse Student Services/Gifted & Talented District-Level Staff
Accountable Person(s): Director of Neurodiverse Student Services/Gifted & Talented
Consulted Person(s): Research in the area of Identification of Underrepresented Populations
Informed Person(s): District Leadership Team, Board of Education, and parent constituents

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.

CCSD Special Populations Disproportionality Dashboard. This dashboard uses Dr. Donna Ford's research-based, statistical variance.

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 goal is embedded in the Cherry Creek Schools District Strategic Plan. The attainment of proportional identification by race and multilingual learner status is not only a department goal, but it is a district-wide initiative.

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

Nannette Almon

Action Required

No Content