AU: Douglas Re 1, Castle Rock - 18010

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.

ALP Procedures and Responsibilities

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.

At the high school level, Advanced Learning Plans are currently blended with the Individual Career and Academic Plan (ICAP) in the Naviance platform. However, DCSD's recent MCR indicates that many students view the ALP as "hoops to jump through" or an extra piece of paperwork with no meaningful connection to their daily lives. To achieve "Exemplary" status, DCSD must transform the ALP into a student-led, relevant, post secondary readiness planning document. This involves systemic collaborative structures between Gifted Education Facilitators, school counselors and other mental health staff, teachers, and students. Structures and processes that allow students to develop goals collaboratively with peers who share their identification areas and providing a list of internal and external resources (e.g., community mentors, specific research tools) will also support a clear connection between the secondary ALP and daily learning, course planning, postsecondary readiness, mentors, resources, and peer collaboration.

Determine the student performance priority this program element will address.

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

Gifted Learner Achievement and Growth, Affective Development, and Postsecondary Readiness

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

Aligned Systems of Post Secondary and Workforce Readiness Planning
Meaningful, student-led, pathway-connected ALPs
By June 2027, DCSD will strengthen ALP implementation so that secondary ALPs function as student-led planning documents connected to academic growth, affective development, programming decisions, course-taking, ICAP, and postsecondary pathways.
BENCHMARKS
Baseline fall 2026; spring 2027 growth target of +10 percentage points:
Student survey data show improvement in the percentage of secondary gifted students who agree that “my ALP helps me make decisions about my learning and future plans.”
SEPTEMBER 2026 and ONGOING
100% of gifted students have an ALP reviewed or developed within the required annual timeline, with beginning-of-year review by September 30 or within 45 school days of initial gifted identification.
OCTOBER 2026
100% of secondary counselors and Gifted Education Facilitators receive training on ALP/ICAP integration, gifted affective needs, and pathway advising.
JANUARY and MAY 2027 ALP AUDIT
100% of reviewed secondary ALPs include a strength-area goal, affective goal, student-interest/profile update, programming connection, and ICAP/postsecondary connection.
MAY 2027
100% of middle and high schools implement a student-led or student-centered ALP conference/check-in protocol.
ACTION STEPS
JULY - AUGUST 2026
Finalize a secondary ALP guidance document with required components, examples, student-facing language, and ICAP alignment expectations.
AUGUST-OCTOBER 2026
Train secondary Gifted Education Facilitators, counselors, mental health staff, and administrators on revised ALP expectations.
SEPTEMBER-DECEMBER 2026
Use Student GT Board feedback to refine student-facing ALP tools, goal-setting prompts, and resource lists.
OCTOBER 2026 - MAY 2027
Implement student-led ALP progress check-ins at the secondary level.
JANUARY 2027
Conduct a winter ALP audit for a representative sample of elementary, middle, and high school ALPs.
MARCH-MAY 2027
Conduct a spring ALP audit and student/family perception survey.
MAY - JUNE 2027
Use results to revise 2027–2028 ALP training and platform guidance.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve gifted student performance because ALPs will more consistently connect student strengths, academic goals, affective goals, programming options, course-taking, and postsecondary planning. Improving the consistent use of ALPs as living documents to help guide educational planning will ensure students experience the ALP as a useful tool, not merely a compliance document.

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: Director of Advanced Academics and Gifted Programming; AAGP district team; Gifted Education Facilitators; secondary counselors; school leadership teams.
Accountable: Director of Advanced Academics and Gifted Programming, Director of Health Wellness and Prevention (oversees counselors), School Principals, Deputy Superintendent (cabinet-level leader over Student Support Services/Learning Services)
Consulted: Student GT Board; DCGEAC; PWR/ICAP staff; school mental health staff; Special Education staff; Language and Cultural Engagement staff; classroom teachers.
Informed: Superintendent; Board of Education; principals; families; 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.

Measures will include but are not limited to:
ALP audit results, percentage of ALPs with strength and affective goals, percentage with documented programming/pathway alignment, counselor/facilitator training completion, student survey results, family survey results, and evidence of student-led progress monitoring.

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 embedded in and directly aligned with the DCSD Board of Education Ends, DCSD Strategic Plan, DCSD District UIP, and DCSD Comprehensive Program Plan for Gifted Education. The DCSD Strategic Plan states that by 2038 all graduates will be empowered to meet their future with competence, purpose, and optimism, and identifies five cornerstone commitments: Academic Excellence, Strategic Technology Integration, Essential Mindsets and Behaviors, Future Ready Graduates, and Thriving Schools and Thriving Communities. The Gifted Education Annual Plan advances each of these commitments by ensuring gifted learners experience rigorous standards-aligned instruction, advanced programming, acceleration and enrichment, affective supports, ALP/ICAP alignment, postsecondary pathway planning, and culturally responsive programming.
The Annual Plan is also aligned to the DCSD District UIP major improvement strategies: Implement and Align Instruction to the Colorado Academic Standards; Alignment of Universal, Targeted, and Intensive Instruction; Implementation of Integrated Multi-Tiered System of Supports; and Improve Multilingual Learner Graduation Rate. Gifted learner achievement and growth are included as a district student performance priority, and gifted programming actions are embedded within districtwide work on rigorous instruction, PLCs, data analysis, IMTSS, acceleration, enrichment, and pathway development.
This work is not a stand-alone gifted initiative. It will be implemented through existing DCSD structures, including district UIP processes, school UIPs, PLCs, IMTSS teams, school leadership teams, feeder-area planning, counseling and ICAP systems, CTE/pathways programming, DCGEAC, Student GT Board, and AAGP professional learning. Through these structures, the Annual Plan supports DCSD's broader goal of developing academically excellent, future-ready, resilient, self-directed, and purpose-driven graduates.

Program Element - Major Improvement Strategy 2 (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.

Student performance trend data, the DCSD District Unified Improvement Plan, the DCSD Strategic Plan, the DCSD Comprehensive Program Plan for Gifted Education, the 2025 Gifted Education Monitoring and Compliance Report, and school-based reflections using the Gifted Education Quality Program Assessment Rubric identified a need to focus on Programming.
This focus allows the district to strengthen implementation in the areas most emphasized across the MCR, QPAR, Strategic Plan, UIP, and CPP: advanced and accelerated instruction, culturally responsive gifted services, talent development, student engagement, affective support, ALP/ICAP alignment, postsecondary readiness, CTE, Concurrent Enrollment, work-based learning, pathway development, and IMTSS.
Data collected throughout the 2025 Gifted Education Monitoring Process suggest that DCSD has a strong and compliant gifted programming foundation, but that next steps should focus on moving from “meets expectations” toward “exemplary” in the areas of culturally responsive programming, talent development, and college/career readiness.
In the 2025 MCR, CDE recognized DCSD’s gifted system as compliant and identified powerful practices, including the way gifted programming is embedded in DCSD’s larger programming model and how gifted learner performance is included in UIP processes. The MCR notes that DCSD’s gifted programming and the district system are “largely symbiotic,” that strong programming options for all students create strong programming for gifted learners, and that the gifted programming is embedded in the district’s overall IMTSS framework.
The MCR also identifies DCSD’s site-based QPAR use as a powerful practice. School-level staff, including Gifted Education Facilitators, counselors, and school leadership, use the QPAR to review gifted program elements, analyze school-level systems and data, identify strengths and opportunities for growth, and set measurable improvement goals aligned with school improvement plans and the DCSD Strategic Plan.

Determine the student performance priority this program element will address.

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

Gifted Learner Achievement, Growth, Talent Development, Cultural Responsiveness, and Postsecondary Readiness
Overall, identified gifted learners in DCSD consistently meet or exceed state averages on state assessments. However, district trend data indicate that gifted learner achievement and growth are not yet consistently at the desired level across all grades, content areas, and assessment types. Identified gifted learner growth exceeds overall state MGP, but does not consistently meet or exceed the state MGP for identified gifted learners in all grades and subject areas. Recent growth data also show areas of strength and areas for continued focus, including inconsistent math growth patterns in some grade bands and a year-over-year decline in Grade 11 PSAT/SAT Math MGP, even though DCSD gifted learners continued to exceed the state gifted cohort-referenced MGP.
DCSD offers a robust continuum of gifted programming, including universal, targeted, and intensive supports; curriculum compacting; acceleration; advanced and honors coursework; AP, IB, Concurrent Enrollment, and Dual Enrollment; CTE and work-based learning; mentorships; independent study; internships; capstone/research opportunities; affective supports; and transition planning. DCSD will continue its work to recognize and develop giftedness in CTE and other talent areas through portfolios, observations, interviews, and body-of-evidence pathways.
This major improvement strategy will address the need for identified gifted learners to demonstrate high levels of achievement and growth across content areas, while also experiencing programming that is appropriately

rigorous, culturally responsive, aligned to identified strengths and interests, connected to ALP goals, and supportive of long-term postsecondary and workforce readiness.
The student performance priority includes:
*Gifted learner achievement and growth in reading/writing, mathematics, science, social studies, and other identified strength areas.
*Equitable access to advanced, accelerated, enriched, and talent-development programming across schools, grade levels, and student groups.
*Improved alignment among identification area, ALP goals, instructional programming, affective supports, ICAP, course-taking, and postsecondary pathways.
*Improved culturally responsive programming, particularly for gifted learners from historically underrepresented populations, multilingual learners, twice-exceptional learners, and students whose strengths may be demonstrated through talent, technical, creative, leadership, or performance-based pathways.
*Improved secondary gifted learner engagement through meaningful ALP/ICAP integration, advanced coursework, CTE, Concurrent Enrollment, work-based learning, mentorships, internships, independent study, and postsecondary planning.

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

Target: Coherent, culturally responsive, vertically articulated gifted programming
By June 2027, DCSD will strengthen the consistency and articulation of gifted programming across schools and levels, with specific attention to cultural responsiveness, talent development, CTE/work-based learning, and college/career readiness.
DECEMBER 2026
100% of schools complete a QPAR-aligned programming reflection and identify one school-level gifted programming improvement goal.
SPRING 2027
School-based QPAR reflection averages improve in Cultural Responsiveness, Talent Development, and College/Career Readiness.
JANUARY 2027
100% of secondary schools publish or distribute a gifted pathway menu that includes advanced coursework, AP/IB/CE, CTE/pathways, work-based learning, independent study, mentorship, and enrichment options.
Fall 2026–Spring 2027
Pilot a CTE/talent-area observation and referral tools aligned to the body-of-evidence process.
Fall 2026 and spring 2027
Gifted achievement/growth data are reviewed by school and feeder area, including CMAS, PSAT/SAT, i-Ready, AP/IB, CE, CTE, and course-taking data.
ACTION STEPS
July–September 2026
Conduct district and feeder-area analysis of gifted learner achievement, growth, course-taking, and participation data.
August–December 2026
Use QPAR reflection protocols to identify school-level programming strengths and gaps.
September 2026–January 2027
Develop or refine secondary gifted pathway menus, including AP, IB, CE, Dual Enrollment, CTE, ASCENT, independent study, mentorship, internships, and work-based learning.
October 2026–April 2027
Pilot CTE/talent-area gifted observation tools and referral pathways, especially in areas where traditional academic/talent identification tools may not fully capture student potential.
August 2026–May 2027
Provide professional learning on culturally responsive gifted programming, Depth and Complexity, dual differentiation for 2e students, CLD/ML gifted identification/programming, and underachievement.
January and May 2027
Review programming alignment in ALPs to ensure identified strength areas connect to services, coursework,

enrichment, and affective supports.
Quarterly
Share progress with DCGEAC, Student GT Board, school leadership, and district leadership.

Explain how meeting this target will improve gifted student performance.

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

Meeting these targets will improve gifted student performance by strengthening the consistency, clarity, and impact of gifted programming across DCSD schools and grade levels.
DCSD has a strong continuum of programming; meeting these targets will help ensure consistent implementation, measurable growth, and meaningful student experiences across all schools.
Improving programming within universal, targeted, and intensive tiers will help ensure that gifted learners receive appropriate challenge, acceleration, enrichment, affective support, and progress monitoring based on individual need. This is especially important for gifted learners who are already proficient but not demonstrating expected growth, students who are underachieving, twice-exceptional learners, multilingual learners, and students whose strengths may be emerging in nontraditional or talent-based domains.
Meeting these targets will improve performance by ensuring that gifted programming is directly aligned to students' identified strength areas, ALP goals, classroom instruction, course placement, advanced learning opportunities, and postsecondary pathways. Students will have clearer access to rigorous coursework, advanced differentiation, acceleration, talent development, mentorships, CTE, work-based learning, Concurrent Enrollment, independent study, and other options that allow them to develop their strengths at appropriately advanced levels.
Gifted programming in DCSD includes a broad continuum of services, including mentorships, independent study, early graduation, capstone or research projects, internships, industry certification, pre-collegiate support, and postsecondary planning. DCSD Pathways provide opportunities for students to explore, engage, and excel in real-world learning connected to advanced courses, skill development, stackable credentials, and work-based learning.
Meeting these targets outlined in the Annual Plan will improve student performance by strengthening affective/social emotional wellness programming. Gifted students' academic growth is connected to self-advocacy, executive functioning, resilience, intellectual risk-taking, belonging, motivation, and the ability to connect strengths and interests to meaningful goals. All Advanced Learning Plans include affective goals and progress toward those goals is monitored collaboratively by students, teachers, parents, and support staff through measures such as surveys, rubrics, social-emotional and executive functioning tools, and ICAP/postsecondary readiness tools.
Finally, meeting these targets will improve gifted student performance because school and district staff will use data more intentionally to evaluate the impact of programming on all learners, including those identified as gifted.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible: AAGP district team; school principals; Gifted Education Facilitators; counselors; CTE/pathways staff; classroom teachers.
Accountable: Director of Advanced Academics and Gifted Programming; district Learning Services/Student

Support Services leadership.
Consulted: Assessment/Data Services; Language and Cultural Equity; Special Education; PWR/ICAP; CTE leadership; DCGEAC; Student GT Board.
Informed: Superintendent; Board of Education; school accountability committees; families; 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.

Success will be assessed using multiple measures, including performance, demographic, process, and perception data.
PERFORMANCE MEASURES
*CMAS ELA and Math achievement and growth for identified gifted learners
*PSAT/SAT EBRW and Math achievement and growth for identified gifted learners
*i-Ready Reading and Math performance for identified gifted learners, where applicable
*AP participation and performance data
*IB participation and performance data
*Concurrent Enrollment and Dual Enrollment participation and completion data
*CTE course-taking, pathway, credential, and participation data, where available
*Course performance and advanced course-taking data
*ALP goal progress data, including academic and affective goals
*Growth data for gifted learners by grade level, subject, feeder area, and school
*Comparison of DCSD gifted learner performance to state gifted learner performance where available
PROCESS MEASURES
*Percentage of schools completing QPAR-aligned gifted programming reflections
*Percentage of schools identifying at least one gifted programming improvement goal
*Number and percentage of schools participating in gifted programming professional learning
*Number and percentage of secondary facilitators and counselors participating in ALP/ICAP and gifted affective needs training
*Evidence of school-level review of gifted learner data within PLC, UIP, and/or school improvement processes
*Completion of district and feeder-area gifted learner data analysis
*Completion or use of secondary gifted pathway planning tools or pathway menus
*Documentation of programming alignment within ALPs
*Documentation of culturally responsive programming strategies or talent development adjustments
*Evidence of collaboration among AAGP, CTE/pathways, counseling/PWR, Language and Cultural Engagement, Special Education, and school leadership teams
PERCEPTION MEASURES
*Gifted learner survey data related to challenge, belonging, engagement, ALP usefulness, and pathway clarity
*Secondary student feedback on ALP/ICAP alignment and postsecondary planning
*Family feedback through DCGEAC, surveys, school-based events, and transition communications
*Staff feedback from Gifted Education Facilitators, teachers, counselors, and administrators
*Student GT Board feedback on programming, ALP, engagement, and pathway needs
*Professional learning feedback and self-efficacy data from participating staff
DEMOGRAPHIC & EQUITY MEASURES
*Gifted identification and participation data disaggregated by race/ethnicity, gender, multilingual learner status, disability status, twice-exceptionality, socioeconomic indicators, school, feeder area, grade level, and strength area where available
*Access to advanced programming by student group, including AP, IB, Concurrent Enrollment, CTE, WBL, acceleration, enrichment, and talent-development opportunities
*Participation in talent-development pathways and referral/observation processes
*Representation of typically underrepresented populations in gifted programming options and advanced learning opportunities
ANNUAL EVALUATION

By June 2027, AAGP staff will synthesize performance, process, perception, and demographic data to determine progress toward Annual Plan targets. Results will be used to identify priorities for the 2027–2028 Gifted Annual Plan, inform the DCSD District UIP, and guide professional learning, school support, and resource allocation.

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 embedded and aligned with the priorities, goals, and targets set forth by the DCSD Board of Education, Superintendent, DCSD Strategic Plan, DCSD District Unified Improvement Plan, DCSD Comprehensive Program Plan for Gifted Education, and the CDE Gifted Education Annual Plan Guidance. It is not a stand-alone gifted initiative. It is a gifted learner implementation strand of the district's broader work to ensure that all students develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential.

The DCSD Strategic Plan states that by 2038, all DCSD graduates will be empowered to meet their future with competence, purpose, and optimism. It identifies the district purpose as ensuring that all students develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. It also identifies the strategic cornerstone commitments of Academic Excellence, Strategic Technology Integration, Essential Mindsets and Dispositions, Future Ready Graduates, and Thriving Schools and Thriving Communities.

This Gifted Annual Plan converges with each DCSD Strategic Plan cornerstone as follows:

Academic Excellence

The Annual Plan supports Academic Excellence by strengthening rigorous, standards-aligned instruction for advanced and gifted learners. Gifted programming supports high levels of achievement and growth through advanced differentiation, curriculum compacting, acceleration, Depth and Complexity, cluster grouping, advanced and honors coursework, AP, IB, Concurrent Enrollment, and data-informed progress monitoring.

This work also supports the district's focus on literacy, numeracy, Colorado Academic Standards, Priority Learning Outcomes, common data analysis, and high-quality instruction. By explicitly including gifted learners in school and district data cycles, DCSD ensures that students who are already proficient continue to grow and that advanced learners receive instruction matched to their readiness, interests, and identified strength areas.

Future Ready Graduates

The Annual Plan supports Future Ready Graduates by strengthening alignment among ALPs, ICAPs, advanced coursework, CTE, Concurrent Enrollment, Dual Enrollment, work-based learning, mentorships, internships, capstone/research opportunities, industry credentials, and postsecondary pathway planning.

The DCSD Strategic Plan identifies Future Ready Graduates as preparation for life after high school, whether that path is career, college, military, or another pathway. It specifically names continued development of Career and Technical Education, Concurrent Enrollment, industry certifications, microcredentialing, personal financial literacy, and practical life skills programming.

This Annual Plan makes those priorities actionable for gifted learners by ensuring that advanced academic, talent-based, and career-connected opportunities are visible in ALPs and connected to students' strengths, interests, and goals.

Essential Mindsets and Dispositions

The Annual Plan supports Essential Mindsets and Dispositions by strengthening affective programming, self-advocacy, resilience, executive functioning, intellectual risk-taking, leadership, collaboration, belonging, and student ownership of learning.

The DCSD Board Ends include self-leadership, interpersonal skills, development of individual strengths, social-emotional and physical well-being, and responsible civic contribution. This plan aligns with these Board Ends, including cognitive skills, digital skills, civic responsibility, workforce readiness, independent learning skills, and individual strengths.

This Annual Plan advances those Ends by ensuring that gifted learners' affective goals are not isolated compliance requirements, but are connected to programming, self-understanding, school engagement, and

postsecondary readiness.

Strategic Technology Integration

The Annual Plan supports Strategic Technology Integration by encouraging responsible, ethical, and advanced use of technology and AI in gifted programming, inquiry, research, advanced learning, personalization, and staff efficiency.

The DCSD Strategic Plan calls for leaning into AI and future developments in technology so students are ready to lead change, and for leveraging technology advances to save staff time, provide personalized learning, and prepare students to lead through strategic, safe, ethical, and responsible use of AI. This Annual Plan connects that priority to gifted programming through advanced inquiry, personalized pathways, student-led demonstrations of learning, ALP/ICAP tools, and opportunities for gifted learners to apply technology in rigorous and ethical ways.

Thriving Schools and Thriving Communities

The Annual Plan supports Thriving Schools and Thriving Communities by embedding gifted programming in school-level systems rather than treating it as a separate program. Gifted services are implemented through school leadership teams, PLCs, IMTSS frameworks, feeder-area planning, transition communication, counseling systems, DCGEAC, Student GT Board, and school improvement processes.

The MCR specifically recognized DCSD's powerful practice of embedding gifted services in the larger programming structure of the district and noted that staff described gifted education as a critical piece of school and district work rather than a silo.

This Annual Plan strengthens that convergence by requiring school-level QPAR reflection, data analysis, professional learning, and gifted programming goals connected to each school's improvement work.

Alignment to the DCSD District UIP

This work directly aligns with the DCSD District UIP. Prior DCSD Annual Plan language states that action steps specific to gifted learner programming are embedded in the major improvement strategies of the DCSD District UIP, including:

*Implement and Align Instruction to the Colorado Academic Standards
*Alignment of Universal, Targeted, and Intensive Instruction
*Implementation of Integrated Multi-Tiered System of Supports
*Improve Multilingual Learner Graduation Rate

Gifted programming is directly connected to each of these UIP strategies.

Implement and Align Instruction to the Colorado Academic Standards

Gifted programming supports standards-aligned instruction by ensuring advanced learners receive depth, complexity, acceleration, and appropriate rigor within and beyond grade-level standards. This includes advanced literacy and numeracy, content acceleration, compacting, inquiry, research, and advanced disciplinary thinking.

Alignment of Universal, Targeted, and Intensive Instruction

Gifted learners require layered programming supports within the same universal, targeted, and intensive framework used across DCSD. Universal supports may include differentiation, cluster grouping, flexible grouping, and high-quality instruction. Targeted supports may include advanced small groups, enrichment, acceleration, mentorship, or affective support. Intensive supports may include individualized acceleration, specialized programming, independent study, counseling/affective interventions, or highly individualized ALP-driven programming.

Implementation of Integrated Multi-Tiered System of Supports

This Annual Plan supports IMTSS by ensuring that gifted learner needs are included in problem-solving, progress monitoring, and service-matching processes. Gifted learners may need support because they are underchallenged, underachieving, twice-exceptional, experiencing affective barriers, or requiring more advanced content than the universal curriculum provides.

The MCR recognized that DCSD's GT program is embedded in the district's overall programming model, including IMTSS, and that gifted learner performance is included in district performance goals.

Improve Multilingual Learner Graduation Rate

This Annual Plan supports multilingual learner outcomes by strengthening culturally responsive gifted programming, reducing barriers to access, reviewing disaggregated data, and ensuring that multilingual learners with advanced potential have access to identification, talent development, advanced coursework, ALP support, and postsecondary pathways.

Alignment to the DCSD Comprehensive Program Plan and MCR
This work is aligned to the DCSD Comprehensive Program Plan and the 2025 MCR. The CPP states that the Director of Advanced Academics and Gifted Programming collaborates with the DCSD Unified Improvement Plan Team to ensure that gifted student performance data are included in the District UIP, including gifted achievement and growth data on state and local assessments. The CPP further states that the District UIP outlines annual gifted student performance targets, action plans, and timelines for progress monitoring.
The CPP also describes how gifted student achievement and growth data are disaggregated and analyzed at district and school levels; how discrepancies or gaps are identified; and how DCSD staff examine root causes, set improvement goals, and create action plans.
The MCR recognized this as a powerful practice, stating that the work done to ensure gifted performance is embedded in the UIP demonstrates a commitment not only to improving learner outcomes, but also to ensuring that gifted education is on the radar of leadership and tied to district performance goals.
Summary of convergence
The 2026–2027 Gifted Education Annual Plan is convergent with district priorities because it advances the DCSD Strategic Plan, Board Ends, District UIP, CPP, and MCR next steps.
This focus on programming allows DCSD to:
*Strengthen academic excellence for advanced and gifted learners.
*Ensure gifted learners are included in rigorous instruction, PLC, data, and IMTSS structures.
*Improve culturally responsive gifted programming and equitable access.
*Support multilingual, twice-exceptional, underrepresented, and talent-domain gifted learners.
*Make ALPs more meaningful by connecting them to programming, affective development, ICAP, and postsecondary readiness.
*Expand visibility and access to CTE, WBL, Concurrent Enrollment, mentorships, internships, and talent-development pathways.
*Support district goals for future-ready graduates with competence, purpose, and optimism.
*Use QPAR, MCR, student/family/staff feedback, and performance data for continuous improvement.
Because the work will be implemented through existing DCSD structures, the district UIP processes, school UIPs, PLCs, IMTSS frameworks, school leadership teams, feeder-area planning, counseling and ICAP systems, CTE/pathways programming, DCGEAC, Student GT Board, and AAGP professional learning, it is not divergent from district priorities and will not operate as a stand-alone initiative. Rather, it strengthens the district's broader commitment to academically excellent, future-ready, resilient, self-directed, and purpose-driven graduates.

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

Natasha Langjahr Straayer

Action Required

No Content