AU: Eagle Re 50, Eagle - 19010

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.

The selection of Depth and Complexity (D&C) as a program element is based on multiple sources of evidence. Reflection on prior implementation in other districts shows that when D&C strategies are used consistently, students demonstrate increased engagement and deeper levels of thinking. Teacher feedback in Eagle County School District (ECSD) indicates a need for more structured, transferable tools to support differentiation in Tier 1 instruction.
Additionally, CMAS data shows that while many gifted students are performing at the “Meets” level, fewer are reaching the “Exceeds” level, indicating a need to increase cognitive rigor in daily instruction. This work aligns with district priorities around MTSS, specifically strengthening Tier 1 and Tier 2 supports for advanced learners. Research on Depth and Complexity supports its effectiveness as a framework for increasing rigor, promoting critical thinking, and supporting differentiated instruction across content areas.

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 advanced academic achievement by moving a greater percentage of gifted students from the “Meets” level to the “Exceeds” level on CMAS assessments.

While current data shows strong overall performance, the focus is on deepening learning so that more students consistently demonstrate advanced levels of understanding.
2024 CMAS data (GT students, grades 3–8)
Met:
ELA: 63.4%
Math: 70.0%
Exceeds:
ELA: 26.1%
Math: 14.3%
2025 CMAS data (GT students, grades 3–8)
Met:
ELA: 55.6%
Math: 61.7%
Exceeds:
ELA: 33.4%
Math: 20.3%

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

Objective:
Increase the percentage of gifted students achieving “Exceeds” on CMAS by strengthening Tier 1 and Tier 2 instruction through consistent implementation of Depth and Complexity strategies.
Target:
Achieve a continued 6% increase in the percentage of GT students scoring “Exceeds” in ELA and Math from 2024 to 2026, with sustained growth through 2028.
Action Steps and Timeline:
SY 2024–2025 (Completed):
Train the GT department in Depth and Complexity Levels 1 and 2
Provide direct GT specialist support through SEED, Exploratory, and GATE groups (tier 2)
Establish collaboration between GT specialists and classroom teachers (tier 1)
SY 2025–2026 (Completed)
Launch D&C teacher cohort during Fall 2025 district Professional Learning (PL)
Begin tracking teacher and student use of D&C strategies
Classroom implementation of D&C strategies (tier 1)
Provide direct GT specialist support through SEED, Exploratory, and GATE groups (tier 2)
Ongoing data collection (student use, engagement, teacher feedback)
PL for Teacher Leaders and Math Cohort
April 2026: CMAS assessment (benchmark for growth)
SY 2026–2027:
August 2026: Analyze CMAS data to measure progress toward 6% increase target
Offer D&C training to all district teachers at fall PL sessions
Continue targeted support for D&C cohort teachers
SY 2027–2028:
Full district-wide implementation of D&C strategies
Ongoing D&C support through PLCs and coaching
April 2028: CMAS assessment
August 2028:
Final data analysis to evaluate long-term impact

Explain how meeting this target will improve gifted student performance.

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

CMAS data from 2024 and 2025 indicate a need to increase the percentage of students achieving at the

“Exceeds” level, particularly in math. While growth is evident, the data highlights an opportunity to strengthen advanced performance outcomes.
The Depth and Complexity framework is supported by research as an effective approach for increasing rigor through explicit thinking structures. D&C provides consistent, content-neutral strategies that can be applied across grade levels and subjects.
By embedding these strategies into Tier 1 and 2 instruction, students experience increased opportunities for advanced thinking on a daily basis. This ensures that gifted learners are consistently challenged, thereby supporting higher achievement and improved performance on standardized assessments.

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): GT Specialists
Accountable Person(s): GT Specialists, classroom teachers, GT students
Consulted Person(s): Marjorie Oyler
Informed Person(s): Classroom teachers, GT 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 measured using both qualitative and quantitative data, including:
Frequency and consistency of student and teacher use of D&C strategies
Classroom-based evidence of increased depth of thinking and engagement
Teacher feedback on student performance
and instructional impact
CMAS data, specifically increases in the percentage of students achieving “Exceeds” in ELA and Math

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 district priorities related to Multi-Tiered Systems of Support (MTSS), instructional rigor, and equitable access to advanced learning.
Depth and complexity strengthen Tier 1 instruction by providing all teachers with strategies to differentiate for advanced learners within the general education classroom.
It also supports professional learning systems, including Teacher Leader development and PLC structures, ensuring that this work is embedded across departments rather than existing as a stand-alone 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

Marjorie Oyler

Action Required

No Content