AU: Fremont Re-1, Cañon City - 22010

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.

Criteria for Exceptional Ability Talent Pool

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.

Goal (2026–2027)
Continue to develop and refine the Tier II Talent Pool (92nd–94th percentile) by strengthening identification practices, increasing targeted enrichment and instructional supports, and implementing consistent progress monitoring to support student growth and movement toward Tier III identification.
Rationale and Evidence
During the 2025–2026 school year, Cañon City Schools implemented a Tier II Talent Pool and reviewed over 45 students using a total body of evidence. Of these, 22 students qualified for Tier II services, confirming a clear need for structured support for students demonstrating high potential just below traditional gifted identification thresholds.
Progress monitoring data from this year shows a slight increase in ability levels among Tier II students following targeted enrichment and support. While this indicates positive impact, a measurable gap remains between Tier II students and Tier III students (95th percentile and above), demonstrating the need for continued refinement of services and supports.
Additionally, the district will re-evaluate current Tier II students at the end of 5th grade in May to determine movement into Tier III. This data will further inform program effectiveness.
Research supports talent pool models as an effective practice for increasing both equity and long-term achievement. Studies indicate that students in the 90th–94th percentile range who receive targeted enrichment

demonstrate significant academic growth, with approximately 20–40% later qualifying for gifted identification when systematic supports and progress monitoring are in place. Talent development models emphasize that giftedness can be developed over time through access to advanced learning opportunities, reinforcing the importance of continued Tier II programming.
This goal aligns with district priorities by promoting equitable access to advanced learning, focusing on student growth, and responding to individual student needs through data-driven instruction.
Measures of Success
Demonstrated growth in ability and/or achievement data for Tier II students
Implementation of consistent progress monitoring practices across Tier II students
Movement of Tier II students into Tier III identification, as measured by 5th-grade reevaluation data
Evidence of narrowing performance differences between Tier II and Tier III students
Increased student engagement and participation in enrichment opportunities

Determine the student performance priority this program element will address.

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

Student Performance Priority (2026–2027)
A key student performance priority for the continued development of the Tier II Talent Pool is increasing academic growth and advancing student performance toward gifted-level outcomes through targeted talent development.
While the initial focus in 2025–2026 centered on recognizing and nurturing potential, the 2026–2027 priority shifts to intentionally accelerating student growth so that Tier II students demonstrate measurable progress in ability and achievement. This includes closing the gap between Tier II students (92nd–94th percentile) and Tier III students (95th percentile and above) by providing consistent, differentiated enrichment opportunities aligned to students' strengths and readiness levels.
This priority emphasizes the use of progress monitoring and data-driven instruction to ensure that identified students are not only supported, but are actively progressing toward advanced levels of performance. By focusing on growth, the program aims to increase the number of students who are able to demonstrate gifted-level performance over time.
Additionally, this priority continues to support equitable access to advanced learning opportunities, ensuring that students with emerging potential receive the instruction and challenge necessary to fully develop their abilities. Through intentional talent development, students are better positioned to transition from potential to performance, ultimately increasing successful movement into Tier III gifted identification.

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

Anticipated Annual Target(s), Action Steps, Timeline, and Benchmarks (2026–2027)
Annual Target:
By the end of the 2026–2027 school year, Cañon City Schools will refine and fully implement the Tier II Talent Pool system by strengthening identification practices, implementing consistent progress monitoring, and increasing measurable student growth. The program will maintain and support approximately 1% of K–5 students in the Tier II range (92nd–94th percentile).
Specific Performance Targets:
75–85% of Tier II students will demonstrate measurable growth in ability and/or achievement data
15–25% of Tier II students will meet criteria for Tier III gifted identification over time (with smaller cohort expectations annually)
100% of Tier II students will have documented progress monitoring data collected at least twice the year
100% of Tier II students will receive targeted enrichment or differentiation aligned to their identified strengths
Action Steps and Timeline for Implementation
1. Refinement and Planning (August – September)
Action Step: Review 2025–2026 Tier II data, including student growth trends, identification outcomes, and program feedback
Benchmark: Data review completed and program adjustments identified by early September

Action Step: Refine identification criteria and progress monitoring practices
Benchmark: Updated criteria and monitoring plan finalized by mid-September
Action Step: Provide targeted communication and support to teachers
Benchmark: Teacher communication and resources distributed by the end of September
2. Identification and Roster Confirmation (September – October)
Action Step: Review current Tier II students and identify new candidates using multiple measures
Benchmark: Updated Tier II roster finalized by early October
Action Step: Communicate with families regarding Tier II placement
Benchmark: Parent communication completed by mid-October
3. Implementation of Targeted Support and Progress Monitoring (October – March)
Action Step: Implement enrichment and differentiated instruction aligned to student readiness
Benchmark: Services in place for all Tier II students by mid-October
Action Step: Implement consistent progress monitoring system
Benchmark: First progress monitoring checkpoint completed by December
Action Step: Conduct ongoing teacher check-ins to review and adjust supports
Benchmark: Mid-year progress review completed by February
4. Mid-Year Data Review and Adjustment (January – February)
Action Step: Analyze student growth data to evaluate effectiveness
Benchmark: Mid-year data analysis completed by early February
Action Step: Adjust supports based on student progress
Benchmark: Adjustments implemented by mid-February
5. End-of-Year Evaluation and Identification Outcomes (April – May)
Action Step: Conduct end-of-year evaluation of Tier II student growth
Benchmark: Evaluation completed by mid-May
Action Step: Re-evaluate Tier II students, with emphasis on 5th grade cohort, for Tier III identification
Benchmark: Identification decisions finalized by mid-May
Action Step: Analyze percentage of students meeting growth and identification targets
Benchmark: Program outcomes summary completed by the end of May
6. Program Reflection and Planning for 2027–2028 (May)
Action Step: Identify strengths, challenges, and next steps
Benchmark: Reflection and planning completed by early June
Summary of Key Benchmarks
September: Program refinements and teacher support completed
October: Tier II roster finalized and services implemented
December: First progress monitoring checkpoint
February: Mid-year data review and adjustments
May: End-of-year evaluation and Tier III identification decisions. Program reflection and next steps identified

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 by moving beyond identification to intentional talent development and measurable academic growth.
First, the continued implementation of Tier II supports will ensure that students receive consistent, targeted enrichment and differentiated instruction aligned to their readiness levels and strengths. This increased level of challenge promotes higher-level thinking, problem-solving, and academic rigor, leading to measurable gains in both ability and achievement.
Second, the addition of systematic progress monitoring will allow educators to regularly assess student growth and adjust instruction based on data. This responsive approach ensures that students are continuously challenged at an appropriate level, preventing stagnation and supporting ongoing academic advancement.
Third, focusing on closing the gap between Tier II and Tier III students will directly impact performance by accelerating learning for students with high potential. As students receive intentional support over time, they are more likely to demonstrate advanced levels of performance and meet criteria for gifted identification,

increasing overall program effectiveness.
Additionally, maintaining a talent development approach continues to promote equity by ensuring that students with emerging potential have access to advanced learning opportunities. This approach supports increased engagement, motivation, and confidence, which are critical factors in sustained academic success.
Finally, by strengthening systems and supports in the second year of implementation, the program will shift from initial identification to demonstrated outcomes, including higher student growth rates, increased movement into Tier III gifted services, and improved alignment between student ability and instructional challenge.
Collectively, these outcomes will lead to improved academic performance, stronger learner engagement, and a more responsive and effective gifted education program.

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): GATE Personnel (4 endorsed gifted specialists and 1 endorsed gifted coordinator)
Accountable Person(s): GATE Personnel (4 endorsed gifted specialists and 1 endorsed gifted coordinator)
Consulted Person(s): South Central Region colleagues and GERC
Informed Person(s): Adam Hartman, Cañon
City Schools Superintendent

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 Used to Assess the Success of the Proposed Action (2026–2027)
Success of the Tier II Talent Pool will be measured through multiple data sources focused on student growth, program implementation, and equitable access:
Student Growth and Performance:
Analysis of ability and achievement data (e.g., STAR, classroom performance, work samples) to determine if 75–85% of Tier II students demonstrate measurable growth.
Movement Toward Gifted Identification:
Tracking the percentage of Tier II students who meet criteria for Tier III, with a target of 15–25% over time.
Progress Monitoring:
Documentation that 100% of Tier II students have progress monitoring data collected at least twice in the year, with evidence that data is used to adjust instruction.
Student Engagement:
Participation in enrichment opportunities and student feedback regarding challenge, engagement, and learning experiences.
Teacher Implementation:
Teacher feedback and evidence of consistent differentiation and enrichment practices supporting Tier II students.
Equity and Access:
Review of demographic data to ensure diverse representation and equitable identification and participation.
Program Evaluation:
Mid-year and end-of-year reviews to assess progress toward targets and inform continuous program

improvement.

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?

Alignment to District Priorities (2026–2027)
The continued development of the Tier II Talent Pool aligns directly with Cañon City Schools' Core 4 Beliefs by supporting equitable access, student growth, and responsive, future-focused instruction.
Core Belief One Social-Emotional Needs First:
Tier II supports ensure students experience appropriate challenge without frustration or disengagement, promoting confidence, engagement, and academic well-being.
Core Belief Two Growth & Risk-Taking:
This work prioritizes measurable academic growth through rigorous, differentiated instruction that encourages students to take intellectual risks and extend beyond grade-level expectations.
Core Belief Three Future-Focused Preparation:
Enrichment experiences develop critical thinking, problem-solving, creativity, and adaptability—skills necessary for success in evolving academic and career pathways.
Core Belief Four Students First:
Tier II identification and supports ensure students with emerging advanced potential receive appropriate services, even when it requires adjusting traditional identification and instructional structures.
Overall, this work strengthens a system that prioritizes student needs, promotes growth, and expands access to advanced learning opportunities for all 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.

No Content

AU Gifted Education Director of Record Name

Shyla Christiansen

Action Required

No Content