AU: Weld 6, Greeley - 62060

# 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.**

Last year, our focus was programming, and we were pleased with the results. On the state school performance frameworks, 18 schools were at Performance, and our graduation rate was 90.1%, an all-time high, up from 87.3%. Data support the growth of students identified as gifted as being one of the contributing factors. However, we were NOT able to fully implement Math curriculum compacting at ALL Elementary, K-8, and Middle Schools. So this will continue to be the goal.
Programming is going to continue to be our Major Improvement Strategy with the expansion of Curriculum Compacting and Acceleration to Support Student Achievement at all grades.
The results of our GEM in January of 2025 showed programming as a strength for D6. However, it was also an area of continued growth, especially in English Language Arts. This year we onboarded a K-8 school to pilot advanced literacy in all grade levels. BOY-to-MOY growth for gifted students in the area of English Language Arts at this school was at an all-time high for 6-8th grade.
Data indicate that when K-8 gifted students are provided opportunities to work above grade-level standards in reading and math, their NWEA Map scores show significant improvement.
These practices align directly with the D6 Strategic Plan, "Innovation 2030", specifically the focus area of Student Learning and Achievement, which commits to engaging all students in a challenging and personalized education that prepares them for college and career readiness.
Implementing curriculum compacting and acceleration in both reading and math not only supports this strategic

vision but also enhances opportunities for personalization and academic challenge across the district.

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: Gifted and Talented Programming will address academic growth for identified GT students. Analysis of district-wide data indicates that growth measures for GT students in Greeley-Evans School District 6 is trending upward slowly. While GT students consistently demonstrate high achievement levels, they exhibit predictable academic growth at schools where curriculum compacting and acceleration is used as a strategy by both NWEA Map data and Colorado Measures of Academic Success (CMAS) results. Programming is still a goal because our Title I schools still lag non-Title I schools in consistency of growth compared to non-title schools.
NWEA Map Growth:
High growth is generally considered to be at or above the 65th percentile for student growth percentiles (SGPs). Some districts and states may use 70th or 75th percentile as the threshold for "high growth".
CMAS:
Colorado defines high growth as student growth percentiles (SGPs) at or above the 65th percentile. This is consistent with Colorado's growth model, where 65th percentile and above is classified as "high growth

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

August 2026
-Pull Spring NWEA RIT scores (2nd-8th grades) for Math and ELA
-System data pull of CMAS Math and ELA proficiency levels and percentiles (3rd-8th)
-System WIDA data pulled for GT Specialists
Fall 2026
-Fully implement Math curriculum compacting at all Elementary, K-8, and Middle Schools
-Onboard all K-8 schools to provide advanced literacy courses in 6th-8th
-Building GT Specialists work with building data teams to develop lists for advanced ELA targeted instruction groups
January 2027
-GT Team will analyze BOY-MOY NWEA Math data to evaluate the effectiveness of programming
-GT Team will analyze BOY-MOY NWEA ELA data to evaluate the effectiness of programming
-Programming is adjusted as needed so students demonstrate growth at EOY
February 2027
-Develop lists of talent pool and identified GT students for summer Geometry
-Target 8th-grade students currently taking Algebra 1 for summer Geometry
March 2027
-GT Specialists in the buildings use MTSS protocols to adjust curriculum compacting as necessary using PLC
-GT data spreadsheets updated to reflect changes in compacting interventions
-Transition spreadsheets created to reflect curriculum compacting and identify needs going into the 2027-2028 school year
April 2027
-Transition spreadsheets are shared with schools to ensure the schedule allows for compaction and acceleration in both reading and math
May 2027
-Building schedules are solidified, and student rosters are completed in Infinite Campus to reflect programming needed
-GT Coordinator supports the process and works with data specialists to make sure GT and talent pool students are in appropriate courses for the 2027-2028 school year

Explain how meeting this target will improve gifted student performance.

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

Curriculum compacting in reading and math increases student achievement and growth on CMAS and NWEA. The needle is slowly trending upward in the area of growth in schools using curriculum compacting and/or acceleration consistently. NWEA Map growth assessments are reliable early indicators of CMAS proficiency through established statistical correlations. Fall and winter Map data provide predictive insights to guide targeted instruction, identify intervention needs, and align curriculum decisions with state standards.

## 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. Jodee Mueller, GT Coordinator and Gifted and Talented Facilitators in the buildings
2. John Fischer, Math Coordinator
3. Jinny Jensen, Director of Curriculum, Instruction, and Assessment
4. Teachers, Anthony Asmus, Assistant Superintendent of Elementary, and Kim Silva, Assistant Superintendent of Secondary

## 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 of curriculum compacting and acceleration is measured by high growth and achievement on NWEA BOY-EOY assessments in English Language Arts and Math, as well as CMAS 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?**

The work directly aligns with the D6 Strategic Plan, Innovation 2030, under the focus area of Student Learning and Achievement. "District 6 engages all students in a challenging and personalized education, preparing each student to be career and college-ready.

## 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

Jodee Mueller

## Action Required

No Content