AU: Weld Re-5J, Johnstown - 62050

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.

Weld RE-5J school district remains committed to increasing the identification of gifted and talented students. Over the past two years, identification rates have grown from 3% to 5%; however, this is still below the state average of 9%. We will continue working toward expanding identification to ensure more equitable access to gifted services 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?

Our district is continuing to refine the gifted and talented identification process to make it more inclusive and data-driven, allowing us to better recognize gifted potential across all student groups. Aligning more closely with the state average supports equitable access to services, promotes academic rigor, and reinforces a culture of high expectations for all learners.

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

Action Steps:

Throughout the 2026–2027 school year, the district will continue to:
Educate staff and families on gifted identification procedures and share updated guidance documents
Strengthen the Body of Evidence (BOE) process
Develop and refine identification processes for additional talent areas
Participate in the RioT (Rural Identification of Talent) opportunity with the North Central and North East regions
Refine the talent pool / watch list system
Increase teacher awareness and referral capacity
Monitor and evaluate progress annually
Disaggregate referral and identification data by student group
Timeline for Implementation:
These action steps will be implemented and monitored throughout the 2026–2027 school year, with progress benchmarks reviewed at regular intervals.
Annual Benchmark:
By the end of the 2026–2027 school year, the district will demonstrate measurable progress toward improved identification systems, with yearly data review and next-step planning informing continued implementation in future years.

Explain how meeting this target will improve gifted student performance.

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

Meeting the goal of increasing gifted and talented identification to more closely align with the state average remains an important district priority, as it ensures that more students with advanced potential receive the services and support they need to thrive. In addition to increasing overall identification rates, it is equally important to expand identification across multiple talent areas so that we recognize a broader range of student strengths. When students are accurately identified and provided with appropriate services, they are more likely to be challenged at the right level, remain engaged in their learning, and continue developing higher-level thinking and problem-solving skills. Expanding access across academic and talent domains also promotes earlier support, more equitable opportunities, and stronger long-term outcomes for students.

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):**

GT District Coordinator -Responsible
Gifted and Talented Coaches-Responsible
Classroom Teachers-Informed, Responsible
Families-Informed, consulted
Administration and Leadership-Informed, consulted

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 through annual review of identification outcomes, process implementation, and equity indicators. Measures will include the number and percentage of students identified for gifted and talented

services, including newly developed talent areas. Progress will also be measured by the number of students placed in and moved from the talent pool/watch list into formal identification.
Additional measures will include teacher referral rates, participation in professional learning related to identification procedures, and evidence that updated identification documents and BOE processes are being used consistently across schools. Data will be disaggregated by student populations to monitor equitable access and representation.
Year-over-year comparison of these data points will be used to determine growth, identify gaps, and guide adjustments to the identification process.

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?

Supporting continuous improvement in assessment and evaluation practices remains an important district priority. Continuing to refine and strengthen the gifted identification process is essential to ensuring equitable access to services and recognizing advanced potential across all student groups, particularly those who have been historically underrepresented. By continuing this work, the district demonstrates its commitment to more inclusive, data-informed practices that better meet the needs of underserved populations and support long-term student success.

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

Laura Sapinoro

Action Required

No Content