AU: Mesa - 39031

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.

Principal Feedback Summary:
During 2024 meetings with Elementary Principals, improvement areas for gifted and talented services included programming, relationships, and identification. Identification processes have been the focus of Gifted Annual Plans in 2024 and 2025 and there is now a robust, more equitable system in place across the AU (and region). Principals shared best hopes for elementary GT programming that included the utilization of the GT teacher to support classroom instruction, professional learning for classroom teachers in differentiated and best first-instruction, and a clear structure to support students with productive struggle, while fostering innovation to achieve higher-order thinking and SEL.
Teacher Program Evaluation Summary: Upon reviewing ECEA Rule, the elementary GT teacher team recognized a significant need to develop programming appropriate for gifted and talented students. This would include reviewing existing curriculum and planning instruction that could be adapted or modified to meet the interests, strengths, and needs of students with gifts and talents.
Data Analysis:
While gifted student achievement, as measured by CMAS, is higher than that of non-identified students, only about 60% of elementary gifted students are achieving a rating of Exceeded Expectations in their areas of identification.

Determine the student performance priority this program element will address.

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

Student Achievement and Growth

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

At the end of the 2026-2027 school year, the overall percentage of D51 elementary (grades 3, 4, and 5) identified students who exceed expectations on CMAS in their identification area(s) will increase by 5% compared to 2024-2025 results.
The GT Director will analyze 2024-2025 and, later, 2025-2026 CMAS data from each D51 elementary school. Patterns of results will be discussed with each GT teacher by GT director and/or coach.
New D51 Guidelines for Serving Identified Gifted Students in Elementary Schools will be disseminated and implemented over the course of the 2026-2027 academic year. These guidelines call for consistent and targeted instruction in gifted students' identification areas to support their academic growth.
Each D51 elementary GT teacher will pilot test curricular materials developed for gifted students in math, English language arts, and another content or support area (social-emotional learning, interdisciplinary studies, etc.). Teachers will discuss their experiences and results in regular professional learning community meetings. Gifted coordinators in DeBeque and Plateau Valley will be offered the opportunity to participate in piloting and professional learning or to have materials and/or professional development provided for classroom teachers of gifted students in their districts.
Professional Learning for GT teachers, required approproximately six times per year, will focus on support for implementation of the D51 Guidelines for Serving Identified Gifted Students in Elementary Schools and piloting of curricular materials. This regular professional learning will also include strategies for collaboration with classroom teachers to offer strong interventions within all classrooms and across all contents.
GT teachers will meet during the second half of the 2026-2027 school year to collaboratively establish a list of recommended instructional materials and sequences that support the D51 Guidelines for Serving Identified Gifted Students in Elementary Schools.

Explain how meeting this target will improve gifted student performance.

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

The target itself is gifted student performance. Following the action steps will result in gifted students receiving consistent, challenging instruction in their areas of identification and interest.

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. Responsible Person(s): K-8 GT Teachers in D51, Gifted Coordinators in Debeque and Plateau Valley, D51 GT Coach
2. Accountable Person(s): Mesa AU Director of Gifted and Talented Education
3. Consulted Person(s): West Central Gifted Education Regional Consultant
4. Informed Person(s): D51 Elementary Building Administrators, Site Director, and Curriculum Director; Executive Director of D51 Student Services; Superintendents of Debeque and Plateau Valley School Districts

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.

Results from NWEA MAPs will be analyzed at midyear and compared to midyear results from the 2025-2026 school year to provide interim and predictive data on student growth and achievement. The ultimate measure of success will be an increase in gifted students who are rated “Exceeds Expectations” on the 2026-2027 CMAS in their area(s) of identification.

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 gifted annual plan is consistent with D51 priorities and plans.
The current D51 Unified Improvement Plan focuses on aligned elementary mathematics and literacy curricula, meeting state expectations in middle school ELA and mathematics, and increasing high school credit completion and graduation rate. All of these challenges are being addressed with data-informed instruction, which is also the basis for the current gifted annual plan. Additionally, the goal of the new D51 Guidelines for Serving Identified Gifted Students in Elementary Schools is to align advanced mathematics and literacy interventions across the district.
This annual plan is also consistent with the D51 Strategic Plan. The D51 Strategic Plan, under Focus Area 1, Prepared and Supported Students, lists Priority 1 “Each and every student thrives academically, demonstrating growth and achievement through meaningful learning experiences aligned to Colorado’s academic standards and D51’s curriculum.” This plan seeks to provide challenging meaningful learning experiences to gifted students so that they too can demonstrate growth and achievement.

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

Angela Powers

Action Required

No Content