AU: Morgan Re-3, Fort Morgan - 44020

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.

Evaluation and Accountability 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.

The previous Annual Plan for the Morgan County School District was successfully met in the 2025/2026 school year. We successfully modified our MTSS handbook and RTI referral form to include gifted-specific sections and implemented this district-wide. Below is the Gifted Annual Plan for the 2026/2027 school year.
Morgan RE-3 School District has identified the need to strengthen evaluation and accountability systems to ensure that gifted students consistently demonstrate high levels of academic growth at the middle school level. Analysis of NWEA MAP Growth data for our identified gifted students from Winter 2024 to Winter 2025 in both math and reading reveals patterns indicating a need for more consistent, rigorous Tier 1 instruction.
Math Data Trends (Winter 2024 to Winter 2025):
• 80th percentile decreased from 48% to 44%
• 61st–80th percentile decreased from 32% to 27%
• 41st–60th percentile increased from 10% to 17%
• 21st–40th percentile increased from 5% to 7%
• 1st–20th percentile remained at 5%
Reading Data Trends (Winter 2024 to Winter 2025):
• 80th percentile decreased from 57% to 55%
• 61st–80th percentile increased from 24% to 29%
• 41st–60th percentile decreased from 12% to 9%

• 21st–40th percentile increased from 3% to 5%
• 1st–20th percentile decreased from 4% to 2%
Trend Analysis:
Math data shows a downward shift from the highest performance bands into mid-level bands, indicating that fewer students are maintaining advanced levels of achievement. Reading data shows relative stability at the highest level but limited upward growth, suggesting a plateau in advanced performance.
Together, these trends indicate that gifted learners may not consistently experience sufficient rigor, depth, and opportunities for advanced thinking across classrooms and content areas.
Instructional walkthrough data and district reflection further indicate variability in:
• Student agency and independence
• Academic discourse
• Opportunities for deep thinking and problem-solving
To address this need, the district is partnering with the Public Education & Business Coalition (PEBC) to develop and implement a common instructional vision focused on:
• Implementation of the workshop model to promote independence and challenge
• Cultivation of academic discourse
• Integration of Thinking Strategies to support comprehension and content knowledge
This program element was selected to ensure that instructional practices are systematically evaluated and aligned with improved gifted student outcomes, particularly increasing the percentage of students performing in the highest achievement bands.

Determine the student performance priority this program element will address.

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

Increase the academic growth of identified gifted students in grades 6–8 by improving Tier 1 instructional practices, resulting in a higher percentage of students meeting or exceeding projected growth and performing above the 80th percentile on NWEA MAP Growth assessments.

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

By Spring 2027, the percentage of middle school gifted students performing above the 80th percentile will increase in both math (from 44%) and reading (from 55%), with corresponding increases in the 61st–80th percentile band, as measured by NWEA MAP Growth assessments, with measurable improvement observed in Winter 2026 data following initial PEBC implementation.
Spring 2026 (Initial Implementation Phase):
• Select middle school teachers participate in professional learning through the Public Education & Business Coalition
• Focus on:
o Workshop model implementation
o Academic discourse strategies
o Thinking Strategies
• Analyze Winter 2025 NWEA data and establish baseline metrics
• Conduct baseline instructional observations
Fall 2026 (Full Implementation Phase):
• All middle school teachers implement PEBC instructional practices
• Ongoing coaching cycles provided by PEBC consultants and district instructional staff
• Instructional focus:
o Student agency and independence
o Academic discourse and student-to-student interaction
o Deep thinking and comprehension strategies
• Monthly instructional walkthroughs conducted
• Benchmark: Evidence of consistent implementation across classrooms
Winter 2026: (Evaluation Checkpoint)

• Administer NWEA Winter Benchmark assessments
• Analyze data comparing:
o Winter 2024 to Winter 2025 (baseline)
o Winter 2025 to Winter 2026 (post-implementation)
• Benchmark:
o Increase in percentage of students >80th percentile
o Increase in percentage meeting/exceeding projected growth
Spring 2027:
• Continue coaching and instructional refinement
• Conduct full program evaluation
• Share results with district leadership and stakeholders
• Adjust programming and professional development based on findings

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 addressing the observed decline and plateau in high-level achievement across math and reading.
In math, the decrease in students performing above the 80th percentile indicates a need for increased rigor and differentiation. In reading, the stability without growth suggests that students are not consistently extending their learning at advanced levels.
Implementation of the Public Education & Business Coalition instructional framework supports improvement by strengthening Tier 1 instruction through:
• Workshop model structures that increase independence and differentiation
• Academic discourse that promotes higher-level thinking
• Thinking Strategies that deepen comprehension and content mastery
By comparing student growth data across Winter 2024–2025 and Winter 2025–2026, the district will evaluate whether instructional improvements result in increased student achievement.
Improved outcomes will demonstrate:
• Increased rigor and challenge for gifted learners
• Greater consistency in instructional quality
• Improved academic growth and sustained high performance

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

1. Responsible Person(s): Gifted and Talented Coordinator, Middle School Principals, Instructional Coaches (District and PEBC), Middle School Teachers
2. Accountable Person(s): Gifted and Talented Coordinator, Assistant Superintendent/Director of Curriculum and Instruction
3. Consulted Persons: Assistant Superintendent/Director of Curriculum and Instruction, Director of Special Services, Public Education & Business Coalition consultants
4. Informed Persons: Superintendent, Assistant Superintendent/Director of Curriculum and Instruction, Director of Special Services

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.

• NWEA MAP Growth data for identified gifted students in grades 6 through 8:
o RIT score growth
o Percent of students meeting/exceeding projected growth
o Percentile distribution shifts
• Comparative analysis (Winter 2024 to 2026)
• Instructional walkthrough data aligned to PEBC framework
• Coaching logs and participation records
• Teacher implementation surveys and reflections
• Annual program evaluation report

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 aligned with district priorities focused on improving Tier 1 core instruction, increasing student engagement, and strengthening academic achievement for all students.
The partnership with the Public Education & Business Coalition supports a district-wide instructional vision emphasizing:
• Student-centered learning
• Academic rigor and discourse
• Equity and access to high-quality instruction
This initiative supports the District's broader goals related to instructional improvement, professional learning, and data-driven decision-making. It ensures that gifted learners benefit from and are included in district-wide instructional improvements.

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

Camille Kral

Action Required

No Content