AU: Steamboat Springs - 57010

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.

Use Median Growth Percentile (MGP) data that currently exists. Then set goals and say I want to increase the MGP for elementary by ____.
As of July 15, 2026, no MGP data exists.

Determine the student performance priority this program element will address.

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

Current Gifted Data
CMAS 2026 GIFTED DATA:
CMAS - Grade 4 - ELA
Met - 12.5%
Exceeded - 87.5%
CMAS - Grade 5 - ELA
Approached - 5.9%,
Met - 47.1%
Exceeded - 47.1%.

CMAS - Grade 6 - ELA
Approached - 3.3%
Met - 30%
Exceeded - 66.7%
CMAS - Grade 7 - ELA
Approached - 2.5%
Met - 20%
Exceeded - 77.5%
CMAS - Grade 8 - ELA
Did not Yet Meet (RED) - 2.6%
Met - 34.2%
Exceeded - 63.2%
CMAS - Grade 4 - MATH
Met - 62.5%
Exceeded - 37.5%
CMAS - Grade 5 - MATH
Approached - 5.9%
Met - 23.5%
Exceeded - 70.6%
CMAS - Grade 6 - MATH
Approached - 3.3%
Met - 43.3%
Exceeded - 53.3%
CMAS - Grade 7 - MATH
Met - 52.5%
Exceeded - 47.5%
CMAS - Grade 8 - MATH
Partially Met - 2.6%
Met - 47.4%
Exceeded - 50%

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

Annual Target #1:
By Spring 2027, gifted students identified in Reading will achieve a Median Growth Percentile (MGP) of 60 or higher on CMAS ELA.
Action Steps for #1:
Analyze 2026 CMAS growth and achievement data; incorporate reading goals into ALPs; implement differentiated instruction, enrichment, acceleration, and advanced learning opportunities; monitor student progress and adjust supports.
Timeline/Benchmarks for #1:
August–September 2026: Review CMAS data.
October 2026: 100% of applicable ALPs include reading goals.
February 2027: Midyear progress review completed.
Fall 2027: Analyze 2027 CMAS data to determine if MGP of 60 was achieved.
Annual Target #2:
By Spring 2027, gifted students identified in Mathematics will achieve a Median Growth Percentile (MGP) of 60 or higher on CMAS Math.
Action Steps #2:
Review mathematics growth data; embed math goals into ALPs; provide differentiated instruction, enrichment, acceleration, and problem-based learning; monitor progress throughout the year.
Timeline #2:
August–September 2026: Review CMAS data.

October 2026: 100% of applicable ALPs include reading goals.
February 2027: Midyear progress review completed.
Fall 2027: Analyze 2027 CMAS data to determine if MGP of 60 was achieved.
Annual Target #3:
By October 20, 2026, 95% of gifted students will have an Advanced Learning Plan (ALP) that meets Colorado state requirements and reflects individual strengths, interests, and goals.
Action Steps #3:
Train gifted educators and administrators on ALP requirements; monitor completion and quality; provide coaching and feedback throughout the process
Timeline #3:
August 2026: Staff training completed.
September 1, 2026: 50% of ALPs completed.
October 1, 2026: 75% completed.
October 20, 2026: 95% completed and quality reviewed.
January 2027: Midyear ALP review.
Annual Target #4:
As measured by the 2027 CMAS, gifted students will maintain an overall Median Growth Percentile (MGP) of 55 or higher in both ELA and Mathematics while sustaining high levels of achievement.
Action Steps #4:
Continue implementation of differentiated instruction, enrichment, talent development, and advanced learning opportunities; review interim achievement and growth data to identify students requiring additional challenge.
Timeline #4:
August 2026: Review district gifted data.
January 2027: Interim data review.
Spring 2027: Monitor implementation of programming.
Fall 2027: Analyze CMAS results.
Annual Target #5:
By Spring 2027, at least 85% of gifted students will report feeling challenged and engaged in their learning on the Panorama Student Survey.
Action Steps #5:
Administer and analyze student engagement surveys; increase opportunities for student choice, enrichment, acceleration, talent development, and authentic learning experiences; adjust programming based on student feedback.
Timeline #5:
Fall 2026: Baseline survey administered.
January 2027: Review survey results and adjust programming.
Spring 2027: Administer Panorama survey.
Spring 2027: Achieve 85% positive responses

Explain how meeting this target will improve gifted student performance.

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

Gifted students will consistently demonstrate high levels of academic growth and achievement through appropriately challenging instruction and individualized programming. By meeting these targets, gifted students will:
Achieve a Median Growth Percentile (MGP) of 60 or higher in their identified area(s) of giftedness (Reading and/or Mathematics), indicating above-average academic growth.
Maintain an overall MGP of 55 or higher in both ELA and Mathematics while continuing to perform at high levels on CMAS.
Demonstrate mastery of rigorous grade-level and advanced standards, with the majority of students continuing to meet or exceed expectations on state assessments.
Have a high-quality Advanced Learning Plan (ALP) that reflects their strengths, interests, goals, and individualized learning needs and is actively used to guide instruction.

Report feeling challenged, engaged, and appropriately supported in their learning, with at least 85% of gifted students indicating positive engagement on the Panorama Student Survey.
Overall, gifted students will experience continuous academic growth, sustained high achievement, and meaningful educational opportunities that maximize their potential.

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: Director of Ex St Services
Accountable Person: Director of Ex St Services
Consulted Person: Gifted Coordinator at SSMS
Gifted Coordinator at SCE and SPE and SGS
Gifted Data and Monitoring Consultant
Informed Person; GEAC, Superintendent
School Board.

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.

The district will use multiple quantitative and qualitative measures to monitor implementation fidelity, student outcomes, and program effectiveness throughout the 2026–2027 school year.
Quantitative Measures
CMAS Median Growth Percentile (MGP): Annual ELA and Mathematics growth data for gifted students, with targets of 60 or higher in identified areas and 55 or higher overall.
CMAS Achievement Data: Percentage of gifted students meeting or exceeding expectations on CMAS ELA and Mathematics.
ALP Completion and Compliance: Percentage of Advanced Learning Plans completed and meeting Colorado state requirements by established benchmarks:
50% by September 1, 2026
75% by October 1, 2026
95% by October 20, 2026
Progress Monitoring Data: Review of classroom assessments, unit assessments, and district benchmark data during fall and winter to monitor student growth and identify students needing additional challenge or support.
Participation Data: Number of gifted students participating in advanced learning, enrichment, acceleration, and talent development opportunities.
Qualitative Measures
Panorama Student Survey: Student responses measuring whether gifted students feel challenged, engaged, and appropriately supported, with a target of 85% positive responses.
ALP Quality Reviews: Administrative and gifted coordinator reviews to ensure ALPs include meaningful goals, documented strengths and interests, and evidence of implementation.
Classroom Observations: Evidence that differentiated instruction, enrichment, and advanced learning strategies are being consistently implemented.
Teacher Feedback: Input from gifted education teachers and classroom teachers regarding implementation of differentiation and student progress.

Student and Family Feedback: Information gathered through conferences, surveys, and ongoing communication regarding the effectiveness of gifted programming and student engagement.
Progress Monitoring Timeline
August–September 2026: Review CMAS data, establish baseline measures, begin ALP completion, and train staff.
September–October 2026: Monitor ALP completion benchmarks and conduct quality reviews.
January–February 2027: Review interim academic data, student progress, and Panorama feedback; adjust instruction and supports as needed.
Spring 2027: Administer Panorama Student Survey and monitor implementation of gifted programming.
Fall 2027: Analyze 2027 CMAS achievement and growth data to determine whether annual targets have been met and identify next steps for continuous 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?

This work is highly aligned with the Steamboat Springs School District Strategic Plan and is not a stand-alone initiative. The Gifted Education Action Plan supports the district's strategic priorities of ensuring high levels of learning for every student, fostering student engagement and belonging, using data to drive continuous improvement, and providing high-quality instruction that meets the needs of all learners.
Specifically, this work converges with the following district priorities:
Strategic Plan Alignment: Supports the district's commitment to ensuring every student grows academically through rigorous, personalized learning experiences and continuous improvement.
Academic Growth and Achievement: The focus on increasing Median Growth Percentiles (MGP) in Reading and Mathematics directly supports district goals for improving student growth while maintaining high levels of achievement.
High-Quality Instruction: Differentiated instruction, enrichment, acceleration, and talent development strengthen Tier 1 instruction and ensure gifted learners receive appropriately challenging educational opportunities.
Student-Centered Learning: Advanced Learning Plans (ALPs) provide individualized goals based on each student's strengths, interests, and needs, reinforcing the district's commitment to personalized learning.
Continuous Improvement Through Data: Ongoing analysis of CMAS, interim assessments, ALP implementation, and Panorama survey data supports the district's data-informed decision-making process.
Student Engagement and Belonging: Measuring student engagement through the Panorama Survey aligns with district priorities to ensure students feel challenged, connected, and engaged in their learning.
Professional Learning and Collaboration: Professional development for gifted educators, classroom teachers, and administrators builds district capacity to effectively serve advanced learners while fostering collaboration across schools and departments.
Rather than functioning as a separate initiative, the Gifted Education Action Plan is intentionally integrated into the district's instructional systems and strategic priorities. It complements curriculum and instruction, assessment, school improvement, and professional learning efforts to ensure gifted students continue to demonstrate exceptional achievement, strong academic growth, and meaningful engagement in their learning.

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

Kristen Atwood

Action Required

No Content