AU: Adams 50, Westminster Public Schools - 01070

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.

Rationale
The Exceptional Children's Education Act (ECEA) element of Programming was selected to increase student achievement and growth for all K-12 students in Westminster Public Schools. Students in our district will be challenged in the classroom through differentiation. Our Competency Based System is designed to ensure all students interact and explore advanced content. We will support schools as they develop systems that encourage critical thinking. When students in our system apply, connect, and complete cognitively complex tasks, they can earn a Score of 3.5 or 4.0, showing they exceeded the standard requirements. This systemic goal will create opportunities for critical thinking, preparing all learners for the real world, academic settings, and postsecondary careers. Higher-order thinking will enable students to retain knowledge, thereby increasing overall achievement and growth.
Alignment to District Priorities
In addition, all WPS individual schools are working toward certification as High-Reliability Schools (HRS). HRS creates sustainable, research-based systems and monitors their effectiveness using data and clear benchmarks. This alignment will support schools to obtain HRS Level 05 certification through the system development of the following indicators:
5.3.4 Students are provided opportunities to demonstrate competence in and outside of the school through applied learning with real-world connections (Anytime, Anywhere Learning)

5.3.1 Any student who has demonstrated the highest level of competence for a subject area has opportunities for advanced study in that subject area (i.e., demonstration of Score 3.5 or 4.0)
Data Analysis
Below are the performance and perception data points supporting the selected major improvement strategy. Please note that the statements are the survey questions analyzed from the annual program evaluation survey (June 2025).
Gifted Student Perception Survey
I do different work from some of the other students in my class. Over the last four years, the highest average score on a 6-point Likert scale was 3.78. The 2025 average score for this indicator is 3.33, indicating a decline.
Gifted Services Advocate Perception Survey
Acceleration, modified pacing, and content personalization meet gifted learners' academic needs. Over the last four years, the highest average score on a 6-point Likert scale was 4.81, which has remained stable or decreased. The 2025 average score for this indicator is 4.86, indicating slight growth.
Teachers differentiate instruction to meet the needs of accelerated learners. Over the last four years, the highest average score on a 6-point Likert scale was 4.81. The 2025 average score for this indicator is 4.73, indicating a slight decline.
Achievement Data
Approximately 93% of GT students are at grade-level benchmarks on Renaissance math assessments during the EOY Spring 2025 data.
The ELA CMAS Mean Scale Score for Gifted Students in WPS is 777.0, and the state mean score is 784.4 during the EOY Spring 2025 data.
Approximately 86% of GT students are at grade-level benchmarks on Renaissance Literacy assessments during the EOY Spring 2025 data.
The Math CMAS Mean Scale Score for Gifted Students in WPS is 768.3, and the state mean score is 781.0 during the EOY Spring 2025 data.

Determine the student performance priority this program element will address.

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

Performance Priority #1:
To increase achievement and retention of content, all WPS students will be offered the opportunity to earn a Score of 3.5 or 4.0 on most proficiency scales and units of instruction in every school and classroom.

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

Set anticipated annual target(s), including action steps and timeline for implementation with specific benchmarks and dates.
Record the previous target and reflect on progress towards the previous year’s target(s).
The number of individual students who score a 4.0 on the proficiency scale evidence will increase from 2,350 to 3,000 (78% increase from 2024) by May 2025.
We have met the 2025 goal; 4229 students scored a 4.0 on the proficiency scale by April 2025.
The number of individual students who score a 4.0 on an overall proficiency scale will increase from 1794 to 2500 by May 2025. As of April 2025, we have not yet reached our goal; 2367 students scored a 4.0 on overall proficiency scales.
2026-2027 Targets
By May 2027, the number of individual students who score a 4.0 on the proficiency scale evidence will increase from 4,229 to 5,000 (an 85% increase from 2026).
The number of individual students who score a 4.0 on an overall proficiency scale will increase from 1794 to 2500 by May 2026.
2027-2028 Targets
By May 2028, the number of individual students who score a 4.0 on the proficiency scale evidence will increase from 4,229 to 5,000 (an 85% increase from 2026).
The number of individual students who score 4.0 on the overall proficiency scale will increase from 2,821 to

3,000 by May 2026.

Explain how meeting this target will improve gifted student performance.

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

The ECEA Programming Goal will improve gifted students' performance by providing differentiation opportunities in all classrooms, allowing for personalized pacing, interest-based pursuits, extension choice boards, application of concepts, and the solving of cognitively complex tasks. These higher-order tasks often mirror the complexity of life and careers. Encountering problem-solving will prepare our students for current and future adversity, help them persevere through complexity, and equip them with strategies to resolve issues, like an expert across all content areas and performance levels. Engaging in a productive struggle will develop students' self-confidence, create space for new insights, and enable them to enjoy the challenge of school. When any WPS student accomplishes cognitively complex tasks, they will be assigned a Score of 3.5 or higher on the proficiency scale scoring guide.

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(s): Classroom Teachers
Accountable Person(s): GT Coordinator and School Leaders
Consulted Person(s): Gifted Services Advocates
Informed Person(s): District Leaders

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.

There will be three measures to assess the success of the Programming. The first measure will include quantitative data from Empower, our data-recording and reporting system, which will monitor the number of students district-wide who score 3.5 or higher at the middle and end of the year. The second measure is the District PLC notes that show evidence of extension opportunities aligned with our proficiency scales, and the % of students who have earned a score of 4.0 increases from the beginning to the end of the unit. The teacher can also identify the extension opportunities within our primary resources. Lastly, annual perception data for Gifted Services will include questions targeting the use of differentiation in the classroom.

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?

All WPS individual schools are working toward certification as High-Reliability Schools (HRS), aligning the priorities listed in this annual plan with the district's UIP. When schools work toward Level 05 certification, they will receive support in establishing systems to ensure differentiation and challenges are present in every classroom.

A district priority is to ensure that no departments are siloed. The collaboration of many stakeholders is key to differentiation. The Integrated Service Team (Multilingual Learners, Special Services, and Gifted Services) will meet regularly to determine the best way to use the Westminster Instructional Model (WIM) to provide high-leverage instructional strategies and targeted support in every classroom. The ECEA programming element is a systemic priority that involves district and school leaders, interventionists, and instructional staff.

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

Jennifer Rizzo Hamilton

Action Required

No Content