

## Gifted Annual Plan

School Year 25-26

### 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.**

### 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.**

Based on student performance trend data, and in alignment with district priorities and the major improvement strategies outlined in the DCSD District UIP, the DCSD Advanced Academics leadership team determined a focus on the area of PROGRAMMING.

Overall Identified Gifted Learner performance in DCSD consistently meets or exceeds the state averages on state assessments. However, the performance of Students Identified as Gifted in Math on CMAS Math or PSAT/SAT Math and Students Identified as Gifted in Reading and/or Writing on CMAS ELA or PSAT/SAT EBRW does not consistently exceed grade level expectations. In addition, growth data for identified gifted learners in DCSD exceeds the overall state MGP but does not meet or exceed the state MGP for Identified Gifted Learners in all grades and subject areas.

An internal analysis using school reflections on the Gifted Education Quality Program Assessment indicates a need for improvement in the area of Gifted Programming, specifically related to Cultural Responsiveness and College and Career Readiness. Using a scoring system where 0 = Does Not Meet and 4 = Exemplary, the average scores from all schools in DCSD are as follows:

Continuum of PreK-12 Gifted Programming: 2.33 (Meets Expectations)  
Alignment with Identification: 2.42 (Meets Expectations)  
Cultural Responsiveness: 1.94 (Needs Improvement)  
Systems for Struggling Gifted Students: 2.28 (Meets Expectations)  
High-Impact Instructional Strategies: 2.08 (Meets Expectations)

Social-Emotional Programming and Support for Gifted Students: 2.10 (Meets Expectations)

Talent Development: 1.99 (Approaching Meets Expectations)

College and Career Readiness: 1.82 (Needs Improvement)

Determine the student performance priority this program element will address.

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

Gifted Learner Achievement and Growth

**ACHIEVEMENT**

Spring 2025

CMAS

54.25% of students identified as Gifted in Reading and/or Writing exceeded expectations on CMAS ELA

54.98% of students identified as Gifted in Math exceeded expectations on CMAS MATH.

PSAT / SAT

PSAT 9

73.30% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on PSAT 9 EBRW (2024: 67%)

80.54% of students identified as Gifted in Math scored in the 90th%ile on PSAT 9 Math (2024:79%)

PSAT 10

67.67% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on PSAT 10 EBRW (2024:54%)

74.79% of students identified as Gifted in Math scored in the 90th%ile PSAT 10 Math (2024:70%)

SAT

50.92% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on SAT EBRW (2024:44%)

33.33% of students identified as Gifted in Math scored in the 90th%ile on SAT Math (2024:36%)

**GROWTH TREND DATA**

Although identified gifted learners meet or exceed the state Cohort-Referenced Growth Median Growth Percentile in most cases, some cohort groups show a declining trend in growth.

**ENGLISH LANGUAGE ARTS**

CMAS ELA

Elementary School: Identified gifted learners show a year over year decline in MGP growth 2023:67%; 2024:64%; 2025:62%. Although this exceeds the state Cohort-Referenced MGP for gifted learners (61%), this declining trend warrants systemic response.

Middle School: Identified gifted learners show a year over year decline in MGP growth 2023:62%; 2024:56%; 2025:55%. Identified gifted learners in middle school did not meet the state Cohort-Referenced MGP for gifted learners (57%).

PSAT/SAT EBRW

Grade 10: Identified gifted learners have consistently maintained Cohort-Referenced MGP growth 2023:62%; 2024:60%; 2025:60% that exceeds the state Cohort-Referenced MGP for gifted learners (59%)

Grade 11: Identified gifted learners have shown a year over year increase in Cohort-Referenced MGP growth 2023:57%; 2024:59%; 2025:61% that significantly exceeds the state Cohort-Referenced MGP for gifted learners (56%).

**MATH**

CMAS MATH

Elementary School: Identified gifted learners have consistently maintained Cohort-Referenced MGP growth 2023:66%; 2024:65%; 2025:65% that exceeds the state Cohort-Referenced MGP for gifted learners which has shown a year over year decline 2023:63%; 2024:62%; 2025:61%.

Middle School: Identified gifted learners shown an inconsistent pattern in MGP growth 2023:58%; 2024:54%; 2025:57%. However, they exceeded the state Cohort-Referenced MGP for gifted learners 2025:55%.

#### PSAT/SAT MATH

Grade 9: Identified gifted learners shown an inconsistent pattern in MGP growth 2023:65%; 2024:57%; 2025:62%. However, they exceeded the state Cohort-Referenced MGP for gifted learners 2025:60%.

Grade 10: Identified gifted learners shown an inconsistent pattern in MGP growth 2023:60%; 2024:57%; 2025:62%. However, they significantly exceeded the state Cohort-Referenced MGP for gifted learners 2025:58%.

Grade 11: Identified gifted learners show a year over year decline in MGP growth 2023:59%; 2024:54%; 2025:55%. However, DCSD gifted learners exceeded the state Cohort-Referenced MGP for gifted learners: 2025:54%.

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

#### TARGETS

##### Aligned Systems of Intervention

Consistent efforts are made to utilize universal, targeted, and intensive tiers of programming for gifted students at all ages and in any strength area based on individual student needs. Progress monitoring and adjustment are on-going and leads to positive outcomes for gifted students.

By June of 2025, all school principals will identify and understand the components of highly effective systems and structures for Gifted Programming as outlined in the Gifted Education Quality Program Assessment.

By June 2025, staff from each school will participate in professional learning to increase their efficacy in providing instruction and programming for identified gifted learners at the universal, targeted, and intensive levels.

By June 2025, school staff will implement culturally responsive, research and evidence based gifted programming frameworks, structures, and strategies based on identified student needs in their schools (e.g., Co-Teaching/Collaboration, Schoolwide Cluster Group Model, Content/Grade Acceleration, Depth and Complexity, strategies designed for twice exceptional learners)

By June of 2025, each school principal will identify specific strategies to improve Gifted Programming at their school based on the expectations outlined in the Gifted Education Quality Program Assessment.

##### Action Steps

Throughout the 2024 - 2025 school year:

District staff will analyze gifted learner achievement and growth data by school and feeder area to identify need and align support.

District staff will provide structured opportunities for school and district staff to define rigorous instruction.

School staff will review and analyze assessment data specific to gifted learners, including but not limited to: iReady, CMAS, PSAT, and SAT, AP and IB exams, course taking (AP, IB, CTE, CE).

District staff will collaborate to provide ongoing support for data-analysis and increased data and assessment literacy for building leadership and teacher teams.

District and school leaders will provide coaching, modeling, and professional learning opportunities specific to programming for advanced and gifted learners.

District and school leaders will provide embedded staff development in elementary and middle schools supporting the implementation of core literacy and math programs specific to the needs of advanced and gifted learners.

District and school leaders will support and provide professional learning opportunities for staff focused on effective instruction in math and literacy for advanced and gifted learners.

District staff will support and provide professional learning opportunities specific to culturally responsive and

sustaining instructional practices and frameworks.

District and school leaders will ensure conversations specific to advanced and gifted learners are embedded in the work of each school's Professional Learning Community.

District staff will support and provide learning opportunities for principals and other school leaders specific to gifted research and evidenced based gifted programming models.

District staff will Support Gifted Education Facilitators in providing coaching, modeling, and professional learning opportunities specific to advanced and gifted learners at their schools.

School leaders will determine school goals for gifted learners from a common data-analysis process and align the work of PLCs to those specific goals.

District staff will conduct and analyze results from a stakeholder survey to include questions specific to programming for gifted learners. Survey respondents will include district and school staff, identified gifted learners, and parents/caregivers of identified gifted learners.

Explain how meeting this target will improve gifted student performance.

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

Interim Measure - December 2025

CMAS

iReady- 65% of students identified as Gifted in Reading and/or writing will place above grade level on iReady Reading

iReady Math - 65% of students Identified Gifted in Math will place above grade level in math

PSAT/SAT

The percent of 11th grade students taking the PSAT/NMSQT will increase from 46.92% (2024) to 55% (2025)

GIFTED LEARNER ACHIEVEMENT GOALS: Spring 2026

CMAS

65% of students identified as Gifted in Reading and/or Writing will exceed expectations on CMAS ELA.

65% of students identified as Gifted in Math will exceed expectations on CMAS Math

PSAT / SAT

PSAT 9

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on PSAT 9 EBRW

85% of students identified as Gifted in Math will score in the 90th%ile on PSAT 9 Math

PSAT 10

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on PSAT 10 EBRW

75% of students identified as Gifted in Math will score in the 90th%ile on PSAT 10 Math

SAT

65% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on SAT EBRW

50% of students identified as Gifted in Math will score in the 90th%ile on SAT Math

Interim Measure - December 2025

CMAS

iReady- 65% of students identified as Gifted in Reading and/or writing will place above grade level on iReady Reading

iReady Math - 65% of students Identified Gifted in Math will place above grade level in math

PSAT/SAT

The percent of 11th grade students taking the PSAT/NMSQT will increase from 46.92% (2024) to 55% (2025)

GIFTED LEARNER GROWTH GOALS: SPRING 2026

All identified gifted learners will show an increase in MGP on the CMAS and PSAT/SAT.

All identified gifted learners will exceed the state Cohort-Referenced MGP for gifted learners on the CMAS and PSAT/SAT.

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):**

#### ACTION STEPS & TARGETS

##### ALIGNED SYSTEMS OF INTERVENTION

Consistent efforts are made to utilize universal, targeted, and intensive tiers of programming for gifted students at all ages and in any strength area based on individual student needs. Progress monitoring and adjustment are on-going and leads to positive outcomes for gifted students.

By June 2026, all school principals and leadership teams will identify and understand the components of highly effective systems and structures for Gifted Programming as outlined in the Gifted Education Quality Program Assessment.

By June 2026, staff from each school in DCSD will participate in professional learning to increase their efficacy in providing instruction and programming for identified gifted learners at the universal, targeted, and intensive levels.

By June 2026, school staff will explore and understand culturally responsive, research and evidence based gifted programming frameworks, structures, and strategies based on identified student needs in their schools (e.g., Co-Teaching/Collaboration, Schoolwide Cluster Group Model, Content/Grade Acceleration, Depth and Complexity, strategies designed for twice exceptional learners)

By June of 2026, each school principal will identify specific strategies to improve Gifted Programming at their school based on the expectations outlined in the Gifted Education Quality Program Assessment.

Action Steps (Aligned to action steps outlined in the DCSD UIP)

Throughout the 2025 - 2026 school year:

District staff will analyze gifted learner achievement and growth data by school and feeder area to identify need and align support.

District staff will provide structured opportunities for school and district staff to define rigorous instruction.

School staff will review and analyze assessment data specific to gifted learners, including but not limited to: iReady, CMAS, PSAT, and SAT, AP and IB exams, course taking (AP, IB, CTE, CE).

District staff will collaborate to provide ongoing support for data-analysis and increased data and assessment literacy for building leadership and teacher teams.

District and school leaders will provide coaching, modeling, and professional learning opportunities specific to programming for advanced and gifted learners.

District and school leaders will provide embedded staff development in elementary and middle schools supporting the implementation of core literacy and math programs specific to the needs of advanced and gifted learners.

District and school leaders will support and provide professional learning opportunities for staff focused on effective instruction in math and literacy for advanced and gifted learners.

District staff will support and provide professional learning opportunities specific to culturally responsive and sustaining instructional practices and frameworks.

District and school leaders will ensure conversations specific to advanced and gifted learners are embedded in the work of each school's Professional Learning Community.

District staff will support and provide learning opportunities for principals and other school leaders specific to gifted research and evidenced based gifted programming models.

District staff will support school based Gifted Education Facilitators, Professional Learning Specialists, and administrators in providing coaching, modeling, and professional learning opportunities specific to advanced and gifted learners at their schools.

School leaders will determine school goals for gifted learners from a common data-analysis process and align the work of PLCs to those specific goals.

District staff will share analysis of results from the SY 2024-2025 stakeholder survey with district and school leaders to help inform continuous improvement specific to programming for gifted learners.

Identify the measures used to assess the success of the proposed action(s).

#### GIFTED LEARNER ACHIEVEMENT

Spring 2024

CMAS

53% of students identified as Gifted in Reading and/or Writing exceeded expectations on CMAS

English/Language Arts

52% of students identified as Gifted in Math exceeded expectations on CMAS Math.

PSAT / SAT

PSAT 9

67% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on PSAT 9 EBRW

70% of students identified as Gifted in Math scored in the 90th%ile on PSAT 9 Math

PSAT 10

67% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on PSAT 10 EBRW

70% of students identified as Gifted in Math scored in the 90th%ile PSAT 10 Math

SAT

44% of students identified as Gifted in Reading and/or Writing scored in the 90th%ile on SAT EBRW

36 % of students identified as Gifted in Math scored in the 90th%ile on SAT Math

Spring 2025

CMAS

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on CMAS ELA.

75% of students identified as Gifted in Math will score in the 90th%ile on CMAS Math

PSAT / SAT

PSAT 9

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on PSAT 9 EBRW

75% of students identified as Gifted in Math will score in the 90th%ile on PSAT 9 Math

PSAT 10

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on PSAT 9 EBRW

75% of students identified as Gifted in Math will score in the 90th%ile on PSAT 9 Math

SAT

75% of students identified as Gifted in Reading and/or Writing will score in the 90th%ile on SAT EBRW

75% of students identified as Gifted in Math will score in the 90th%ile on SAT Math

Interim Measure - December 2024

## CMAS

iReady- 65% of students identified as Gifted in Reading and/or writing will place above grade level on iReady Reading

iReady Math - 65% of students Identified Gifted in Math will place above grade level in math

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 embedded and aligned with the priorities, goals, and targets set forth by the DCSD Board of Education, Superintendent, cornerstones of the DCSD Strategic Plan and the DCSD District UIP. Please see the DCSD Strategic Plan, DCSD Board of Education Goals, and DCSD District UIP for detailed information regarding this systemic alignment.

## DCSD STRATEGIC PLAN CORNERSTONES & GOALS

DCSD is in the process of refining the District Strategic Plan to be published Fall 2025. All priorities, targets, and action steps outlined in the Gifted Education Annual Plan will align to the year over year goals and plans outlined through the DCSD Strategic Plan.

### DRAFT CORNERSTONE COMMITMENTS

Academic Achievement:

Preliminary Target: 85% of DCSD students will be Algebra ready by 8th grade

Essential Mindsets and Dispositions

Thriving Schools and Communities

Balanced Technology Integration

Postsecondary Readiness and Practical Life Skills

## DCSD DISTRICT UIP 2025-2027

Action steps specific to gifted learner programming are embedded in each of the Major Improvement Strategies in the 2025-2027 DCSD District UIP.

Implement And Align Instruction To The Colorado Academic Standards

Alignment Of Universal, Targeted And Intensive Instruction

Implementation Of Integrated Multi-Tiered System Of Supports

## DCSD BOARD of EDUCATION GOALS

In the fall of 2024 the DCSD Board of Education revised its goals (end statements). In subsequent meetings, the Board will continue to define indicators of success within each of these aforementioned areas, and will continue to ask for community feedback. The DCSD Gifted Education Annual Plan aligns with these ends.

The expectations for Gifted Programming set forth by the CDE as outlined in the Gifted Education Program Assessment align with each of these priorities.

All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.

### Ends-1 Academic Excellence and Life Skills

1. Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living.

1.1. Students graduate with cognitive skills, digital skills, and civic responsibility, to each student's individual potential.

1.2. Students graduate with workforce readiness skills.

1.3. Students graduate with independent learning skills.

### Ends-2 Mindsets and Dispositions

1. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.

1.1. Students develop their individual strengths, to support their social, emotional, and physical well-being.

1.2. Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.

Major Improvement Strategy 2 (Optional)

Major Improvement Strategy 3 (Optional)

## 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.

AU Gifted Education Director of Record Name

Natasha Langjahr Straayer