

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.

Identification 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.

Fountain-Fort Carson School District 8 believes that the demographics of our gifted population should mirror the demographics of our district as a whole. As we examine our gifted demographic data, we recognize that our representation indices for the following areas show an underrepresentation in our identified gifted population: Black students and Latino & Hispanic students. Of these two ethnicity groups, identification of Black students is the most disproportionate.

Also, as we move into the third year of implementing the updated Colorado identification guidance, school-level gifted personnel provided feedback that they would like additional time to review current identifications and apply guidance about how to identify a student in a Specific Academic Aptitude, especially when the anchor qualifying data point for a student is from a cognitive assessment. We would like to continue to refine our identification processes to ensure a student's area(s) of identification accurately reflect their strength(s) and area(s) for providing academic challenge. Based on the October 1, 2024 student count, 66% of gifted students were identified in one or more Specific Academic Aptitudes and/or Specific Talent Aptitudes.

Determine the student performance priority this program element will address.

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

By being more effective in our district identification processes, we will be more intentional with providing academically challenging instruction for students in their areas of strength. This will result in greater numbers of students scoring in the Exceeded range of CMAS or in the highest national percentiles of PSAT and SAT.

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

benchmarks and dates.

By May 2026, Fountain-Fort Carson School District 8 will have a representation index for Black gifted students of 0.65 and a representation index for Latino & Hispanic gifted students of 0.80. To achieve this, the following action steps will occur:

In September 2025 and March 2026, universal screening at the 2nd, 5th, and 8th grades will occur using the CogAT full battery. This universal screening will serve as a first opportunity to screen for gifted learners from all demographic areas in the assessed grades. In October through December 2025, students who are determined to be part of the talent pool from the previous year's 2nd grade screening and the current year's 5th grade screening will take the NGAT as another data point to support potential future identification. Beginning in November 2025 and continuing through Spring 2026, building gifted personnel in conjunction with classroom teachers, MTSS teams, and school administrators will work to refer at least one student from each of the underrepresented demographic categories (Black students and Latino & Hispanic students), who were not assessed as part of universal screening in the current school year. Additional assessment will be administered based on information collected as part of the referral process; assessments could include the PCA, CogAT, NGAT, and/or SAGES-3.

By May 2026, Fountain-Fort Carson School District 8 will have more than 75% of gifted students identified in one or more Specific Academic Aptitudes and/or Specific Talent Aptitudes. To achieve this, the following action steps will occur:

In September 2025, school gifted personnel will receive a yearly training with guidance about determining academic strength areas for student who are already identified gifted and for students who will be identified gifted in the future. School gifted personnel will also be provided with meeting time to review areas of identification for currently identified gifted students to determine whether identification in a Specific Academic Aptitude is appropriate. The review of the identification body of evidence by school gifted personnel will begin in September 2025 and continue through Spring 2026. The district gifted coordinator will also review bodies of evidence through yearly ALP reviews and provide feedback to schools about potential identification areas for consideration.

Explain how meeting this target will improve gifted student performance.

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

The Fountain-Fort Carson School District 8 representation indices for Black gifted students and Latino & Hispanic gifted students in October 2024 (based on October 1 count) were 0.47 and 0.72, respectively. These representation indices show that we are under-identifying students from these two demographic groups. During the 2023-2024 and 2024-2025 school years, Fountain-Fort Carson School District piloted the use of the NGAT as a second assessment for some students who scored between the 89th and 94th percentiles on a battery of CogAT during universal screening. Of the students who were administered NGAT following CogAT, between 30 and 40% had a score at or above the 95th percentile on at least one NGAT test. Based on this data, we are seeing that the NGAT is providing another opportunity to reveal cognitive strengths in students from diverse populations. Fountain-Fort Carson School District 8 also had approximately 35% of gifted students identified solely in the area of General Intellectual Ability based on October 1 count in 2024. When we more accurately identify the strength areas of our gifted students and when we identify gifted students from traditionally underrepresented populations, we are better able to program and provide academic challenge for these students. When our programming improves, our students will reach the highest levels of performance on CMAS, PSAT, and 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):**

1. Responsible Persons - School Gifted Personnel

2. Accountable Person - District Gifted Coordinator
3. Consulted Persons - Building Administrators, District Behavior Support Team, MTSS Personnel
4. Informed Persons - District Student Achievement Team Members, Building Administrators

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

Fountain-Fort Carson School District 8 demographic data from October 2025 student count and internal demographic data calculated for May 22, 2026 (the last day of the 2025-2026 school year) will be used to monitor progress and determine success.

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?

One of the Fountain-Fort Carson School District 8 District Effectiveness Improvement Priority Strategies is around the Systemic and Strategic Use of Intervention. The Systemic and Strategic Use of Intervention includes students who need support to make growth toward grade-level academic expectations, as well as students who need to be academically challenged to exceed grade-level academic expectations. Identification of gifted and advanced learners plays a key role in determining students who need academic interventions to continue to be challenged.

Major Improvement Strategy 2 (Optional)

Advanced Learning Plan Content

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.

Feedback from school gifted personnel indicates a need to focus on the academic and affective goals being developed within the ALP, as well as the accompanying programming students are receiving to meet these goals. Analysis of Spring 2024 CMAS data shows that 20.7% of gifted students in Grades 3 - 8 scored "Exceeds" on their English Language Arts assessment. This is an increase from the 14% of gifted students in Grades 3 - 8 who scored "Exceeds" on the CMAS English Language Arts assessment in Spring 2023. Analysis of Spring 2024 CMAS data shows that 13.7% of gifted students in Grades 3 - 8 scored "Exceeds" on their math assessment. This is a slight increase from the 12% of gifted students in Grades 3 - 8 who scored "Exceeds" on the CMAS math assessment in Spring 2023. In Spring 2024, 30.7% of gifted students in Grades 9 - 11 scored at or above the 90th percentile on the Evidence-Based Reading and Writing section of the PSAT or SAT. In Spring 2024, 12.6% of gifted students in Grades 9 - 11 scored at or above the 90th percentile on the Math section of the PSAT or SAT. While our percentage of gifted students who are scoring "Exceeds" on CMAS assessments is trending in the right direction, there is much more work to be done. If our gifted students are being appropriately challenged in English Language Arts and math classes, then the percentage of students scoring "Exceeds" on CMAS and above the 89th percentile on PSAT and SAT will continue to increase. Analysis of referral data to the district behavior specialist support team indicates a disproportionate number of referrals over the 2022-2023 and 2023-2024 school year for students who are identified gifted or who demonstrate gifted characteristics. If gifted students have more targeted affective goals with direct affective programming support, then gifted students will develop skills and strategies which will help with self-regulation, executive functioning, self-advocacy, etc.

Determine the student performance priority this program element will address.

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

By being more targeted with our academic ALP goals and associated programming, we will be more intentional with providing academically challenging instruction for students in their areas of strength. This will result in greater numbers of students scoring in the Exceeded range of CMAS or in the highest national percentiles of PSAT and SAT. By being more targeted with our affective ALP goals and associated programming at the elementary level, we will be more intentional with helping students develop skills and strategies related to facets of their gifted identity. This will result in elementary students developing and applying learned skills and strategies throughout their school day and in multiple types of educational settings.

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

Fountain-Fort Carson School District 8 will have 28% of all identified gifted students in Grades 3 - 8 achieving "Exceeds" on the Spring 2026 CMAS English Language Arts assessments. Fountain-Fort Carson School District 8 will have 38% of all identified gifted students (Grades 9 - 11) scoring at or above the 90th percentile on the Evidence-Based Reading and Writing section of the Spring 2026 Colorado PSAT or SAT. Fountain-Fort Carson School District 8 will have 20% of all identified gifted students in Grades 3 - 8 achieving "Exceeds" on the Spring 2026 CMAS math assessments. Fountain-Fort Carson School District 8 will have 20% of all identified gifted students (Grades 9 - 11) scoring at or above the 90th percentile on the Math section of the Spring 2026 Colorado PSAT or SAT. To achieve these goals, the following action steps will occur:

In September 2025, the district gifted coordinator will train school gifted personnel on processes for developing academic goals and accompanying programming strategies/interventions related to students' areas of strength within the Advanced Learning Plan. In September 2025, the district gifted coordinator and school gifted personnel will hold ALP work sessions to help classroom teachers develop targeted academic ALP goals with accompanying programming. In fall 2025, professional learning related to differentiating instruction for challenge, extension, and enrichment in both English Language Arts and math will be conducted. In December 2025, February 2026, and May 2026, school gifted personnel will collaborate with classroom teachers to gather student and teacher input and data to monitor progress toward academic goals. By May 2026, Fountain-Fort Carson School District 8 will have 90% of identified elementary gifted students self-reporting that they have met their affective ALP goal. Beginning in October 2025 and occurring monthly, elementary gifted students will receive a minimum of 30 minutes of affective instruction with the school counselor. Beginning in October 2025 and occurring monthly, elementary gifted students will complete a self-reflection to monitor progress toward affective goals.

Explain how meeting this target will improve gifted student performance.

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

When we more accurately identify the strength areas of our gifted students and develop academic goals with associated programming that is designed to challenge our students within the core academic environment, our students will experience more consistent academic gains throughout the school year. Their academic growth within the classroom setting will be reflected through the district's evidence-based grading system. When our academic programming improves, our students will reach the highest levels of performance on CMAS, PSAT, and SAT. When we are more effective with affective instruction and support, our students will have more skills and strategies to apply within the classroom setting, which will then help our students to be more successful engaging in and with the classroom environment. When students are more successful in the classroom environment, then they will experience improved academic outcomes.

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 Persons - School Gifted Personnel, Classroom Teachers
2. Accountable Person - District Gifted Coordinator
3. Consulted Persons - Building Administrators, School Instructional Coaches
4. Informed Persons - District Student Achievement Team Members, Building Administrators, Families

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

District 8 benchmark data for English Language Arts and math collected in February 2026 will be used to monitor progress. Evidence-based grades for English Language Arts and math for Semester 1 report cards

(December 2025) will be used to monitor progress. CMAS data for English Language Arts and math (administered in Spring 2026) will be used to determine success. Students' monthly self-reflections related to their affective goals will be used to monitor progress and determine success.

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?

One of the Fountain-Fort Carson School District 8 District Effectiveness Improvement Priority Strategies is around the Systemic and Strategic Use of Intervention. The Systemic and Strategic Use of Intervention includes students who need support to make growth toward grade-level academic expectations, as well as students who need to be academically challenged to exceed grade-level academic expectations. By developing more targeted academic goals based on students' strengths and designing challenging, differentiated instruction that is embedded within students' core instructional time (whole group and small group), students will make greater levels of academic growth. Another of the Fountain-Fort Carson School District 8 District Effectiveness Improvement Priority Strategies is around the Development of Essential Skill Competency. The Development of Essential Skill Competency is focused on helping students develop the essential skills needed for success in school, career, and life. By targeting affective support and instruction for gifted learners through the lens of their giftedness, our gifted learners will be better equipped with the essential skills needed for success in the school setting.

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

