

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.

Over the past four years, Gifted and Talented math scores have shown a slight decline. While more students have exceeded expectations, there has also been an increase in the number of students approaching expectations. This trend is particularly concerning in math, where additional resources are needed to prevent further backsliding and ensure Gifted and Talented students continue meeting state testing benchmarks.

In 2023, overall student performance in math on the Colorado Measure of Academic Success (CMAS) test remained relatively stable, with scores decreasing only slightly from 82.3% in 2022 to 80% in 2023. Our minority Gifted and Talented population showed consistent results: 56% of Hispanic Gifted and Talented students met expectations in both 2022 and 2023, and 16% exceeded expectations in both years. Despite these consistent outcomes, there is still room for growth in Gifted and Talented math performance.

There remains a gap between Hispanic and white gifted students' math scores. Currently, 60% of Hispanic Gifted and Talented students meet or exceed expectations on the CMAS math assessment, compared to 82% of white Gifted and Talented students. However, the difference in students exceeding expectations is much narrower—16% of Hispanic students exceed expectations, compared to 18% of white students.

To address these challenges and improve Gifted and Talented math performance, we have introduced Beast Academy for use during math WIN time and for enrichment. By offering advanced content, promoting critical thinking, engaging students, and adapting to individual learning needs, Beast Academy equips Gifted and Talented students with a deeper understanding of math and the ability to tackle complex problems. In addition, our Gifted and Talented students have set specific math goals to help them focus on key concepts. Through the

utilization of Beast Academy and a focus on math goals, our Gifted and Talented learners math scores should increase.

Determine the student performance priority this program element will address.

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

The number of Gifted and Talented students who meet or exceed expectations on the CMAS math assessment will increase 5% for the 2025-2026 school year.

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

Action Steps: Train all Gifted and Talented facilitators on Beast Academy & on effective math instruction for Gifted and Talented students.

Benchmarks: NWEA/MAPS beginning of year, middle of year and end of year math assessments & Beast Academy progress monitoring through ALPs.

Explain how meeting this target will improve gifted student performance.

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

Beast Academy Online is designed to significantly improve student math scores by providing a more challenging and comprehensive curriculum than most standard elementary math programs. It focuses on deepening students' understanding of mathematical concepts rather than relying on rote memorization of procedures and formulas. By engaging students with unconventional problems and encouraging them to explore multiple methods for solving them, Beast Academy fosters creativity and critical thinking.

This approach promotes problem-solving skills and logical reasoning, allowing students to grasp concepts more thoroughly and apply them in various contexts. As students build these foundational skills, they develop a stronger understanding of math, which in turn helps them perform better on standardized assessments like the CMAS. Additionally, the challenging nature of the curriculum pushes students beyond basic proficiency, which can lead to more students exceeding expectations rather than merely meeting them.

By cultivating deeper comprehension and flexible thinking, Beast Academy equips students with the tools they need to handle complex mathematical problems, helping them improve their scores and overall performance in math.

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):**

Gifted and Talented Facilitators – Receive training on Beast Academy in August 2025. Inform teachers that Gifted and Talented students are expected to use Beast Academy during WIN time, particularly if they score 80% or higher on a pretest.

Accountable Person(s)

Gifted and Talented Coordinator – Follow up with Gifted and Talented facilitators after NWEA/MAPS benchmarks and during Gifted and Talented quarterly meetings. Monitor student progress, offer support to teachers as needed, and advocate for the program's implementation if it is not being utilized in classrooms.

Consulted Person(s):

Classroom Teachers and Parents – Inform teachers and parents that Beast Academy is available. Communicate that students who perform well on pretests should use this resource rather than revisiting material they have already mastered. Parents should also be made aware that the program is accessible for home use.

Informed Person(s):

Administration, Instructional Coaches, and Counselors.

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

CMAS test scores

NWEA/MAP test scores

Beast Academy progress monitoring- spending 30 minutes a week and earning a 2 or 3 on lessons.

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 focus on improving our math scores matches our focus in math from the Instructional Vision Proficiency Scales developed by the superintendent, Dr. Stephenson.

Major Improvement Strategy 2 (Optional)

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.

Secondary programming for GATE students is primarily focused on push-in support at the middle school level and periodic check-ins at the high school level. While students have access to AP, dual enrollment, and pre-AP courses, there are limited opportunities for affective programming that addresses their emotional and social development. However, with the availability of Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) data, we now have the ability to assess how our Gifted and Talented students are doing emotionally and socially. By identifying students at risk in these areas, we can better tailor Gifted and Talented programming to meet their specific needs and provide more holistic support.

Determine the student performance priority this program element will address.

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

At the end of the 23/24 school year, 14 GT students in grades 6-10 were identified as "at risk." Through intervening and supporting these students with their affective needs more consistently, the number of students who are identified as "at risk" will decrease by 6 students on the end of year Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) assessment.

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

Action Steps: Administer Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) three times per year (beginning, middle and end of year)). Analyze the data to identify Gifted and Talented students who are "at risk." Develop a plan to work/meet with these students every two weeks (high risk) or once a month (moderate risk) on their affective needs.

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 often face high expectations and juggle numerous responsibilities, which can be challenging due to their asynchronous development. While they may excel academically, they often struggle with peer interactions and may lack essential coping skills. This mismatch between their intellectual abilities and emotional or social development can lead to difficulties in navigating everyday challenges. By tailoring our programming to address not only their academic strengths but also their social and emotional needs, we can better support their overall well-being, helping them become more well-adjusted and resilient individuals.

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4. **Informed Person(s):**

Gifted Facilitators – Access data to identify students who qualify as at risk, schedule one-on-one or group meetings with these students, and meet with them biweekly or monthly to check in. Reevaluate progress once the next survey is completed.

Accountable Person(s):

GT Coordinator – Ensure that the necessary data is accessible by coordinating with Suzi King (Data Manager) to create a Tableau view for GT students that facilitators can use. Regularly check in with GT facilitators to offer support in programming and ensure everything is running smoothly.

Consulted Person(s):

Teachers, MTSS Leads, Counselors, and Parents.

Informed Person(s):

Administrators.

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

A decrease in the number of Gifted and Talented students who are identified as "at risk" on the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS).

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 is from the strategic plan: Student Wellness and Engagement

By expanding the student wellness and engagement program, students at all levels will receive the academic and the behavioral supports they need to be successful. Social emotional wellness and behavior strategies will be implemented at all levels.

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

Allie Freismuth