

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.

Last year's target of using ParentSquare for all communications was met. There is still considerable work to do in ensuring parents see messages and work to do in ensuring internal and new documents are fully accessible.

Gifted education is aligning with the district's diligence to provide accessible communication to all of our invested parties.

The Weld RE-4 School District is committed to ensuring everyone feels welcome in our spaces — in person and online. This includes accessible digital content, like our website, for all members of our community, including individuals with disabilities in accordance with federal and state law.

To help us make our website accessible, we are using the Website Content Accessibility Guidelines (WCAG) Version 2.1. The WCAG guidelines define three levels of accessibility. From lesser accessibility to greater accessibility, these levels are A, AA, and AAA.

The district is also working to provide accessible digital communication to parents in their primary languages. ParentSquare is implemented district-wide, starting with the 24-25 school year. Grackle is used to assist in making Google Documents accessible.

Our district's multilingual population is also increasing, making it important to ensure documents may be translated into other languages easily. This is incredibly important to ensure equity in access to gifted education resources, communications, and referral information.

Data analysis shows that some of our documents do not yet meet accessibility law. We also do not have equal representation of all subgroups in our formally identified population of gifted learners.

Like others around the state, we are working to provide equitable access, opportunity, and involvement in gifted programs.

Determine the student performance priority this program element will address.

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

Data analysis shows that our current documents do not meet accessibility law. We also do not have equal representation of all subgroups in our formally identified population of gifted learners.

We are working to gather numbers of talent pool students in our district by subgroup. This is the first year that we have a database that records talent pool students in a manner that allows the district to track and easily gather demographic data on these students.

Like others around the state, we are working to provide equitable access, opportunity, and involvement in gifted programs.

Our student performance priority is equity in parent, family, and student engagement and identification.

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

Target 1: Ensure Accessibility of Gifted Education Communications and Resources

Action Step 1.1: Train new staff on accessibility laws and tools to meet accessibility requirements for language and disability needs.

Timeline: August-October 2025

Benchmark: All staff will complete the virtual training in September and will have opportunities for additional training in October. Ongoing support will also be available via the school technology support staff, the district support desk, and the Communications Department.

Action Step 1.2: Ensure that the newly written Advanced Learning Plans meet accessibility guidelines before distribution to parents.

Timeline: October 2025

Benchmark: Advanced Learning Plans meet accessibility guidelines.

Action Step 1.3: Develop and modify accessible documents for identification, letters, forms, and notifications.

Timeline: Ongoing

Benchmark: Accessible documents are developed and implemented as needed.

Action Step 1.4: Screen all second-grade students and send requests for input to all parents in their home language.

Timeline: February 2026

Benchmark: Screening completed and parent input requested in their home language.

Action Step 1.5: Review the data from all subgroups and look for talent pool students within those subgroups. Identify specific ways to support these advanced learners. Offer enrichment opportunities for second-grade students demonstrating cognitive strengths to help develop the gifted body of evidence for these students.

Timeline: March/April 2026

Benchmark: Data reviewed, support strategies identified, and enrichment opportunities offered.

Action Step 1.6: Communicate results of testing and qualitative data collection to all students' parents in their preferred home language, in an accessible format. Prepare transition material for next year to continue the work on servicing and identifying students from all subgroups.

Timeline: May 2026

Benchmark: Results communicated accessibly in preferred languages, and transition materials prepared.

Target 2: Adopt Vetted Games for Gifted Trait Identification

Action Step 2.1: Finalize selection and purchase of vetted games used for the identification of gifted traits and characteristics using the work completed within the various Colorado districts piloting this identification avenue.

Timeline: September 2025

Benchmark: Selection and purchase completed.

Target 3: Enrich Talent Pool Students and Gather Observational Data using Vetted Games

Action Step 3.1: Gifted educators will instruct small groups of enrichment students currently classified as members of the talent pool in General Intellectual Ability and/or Creative or Productive Thinking.

Timeline: November/December 2025

Benchmark: Enrichment sessions conducted with talent pool students.

Action Step 3.2: Use vetted games to provide the opportunity to learn in an environment geared to gifted learners. Gifted educators will interact with these students and record observational data, providing the means for students to showcase abilities and strengthening the qualitative body of evidence for students who exhibit traits of giftedness.

Timeline: Starting November 2025

Benchmark: Observational data recorded using the vetted games.

Explain how meeting this target will improve gifted student performance.

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

Target 1: Ensure Accessibility of Gifted Education Communications and Resources

Meeting this target will improve gifted student performance by increasing transparency and communication with parents and students. This will give our invested parties the resources they need to work with us efficiently and effectively. Having the ability to communicate openly and easily will provide increased dialogue regarding Advanced Learning Plans and progress so that growth is front and center.

Target 2: Adopt Vetted Games for Gifted Trait Identification

Meeting this target will improve gifted student performance by providing additional tools for identifying gifted traits and characteristics, potentially uncovering students from diverse backgrounds who may not be identified through traditional methods. The use of vetted games can offer a more engaging and equitable environment for observing potential giftedness.

Target 3: Enrich Talent Pool Students and Gather Observational Data using Vetted Games

Our efforts to enrich students with high potential will improve student performance through engagement and access to programs. Using vetted games in enrichment settings will provide opportunities for gifted educators to observe and document qualitative data, leading to a more comprehensive understanding of these students' abilities and potentially informing future formal identification. This supports the development of the gifted body of evidence for these students.

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):

Gifted educators (for using ParentSquare and the updated, accessible resources available; to request updates to documents that are not currently accessible, for initiating and instructing enrichment groups, and recording observational data)

Accountable Person(s):

Christina Sutter, Gifted Education TOSA/Director of Record (for developing, disseminating, and training in the use of new documents, ensuring equity in qualification practices, finalizing selection and purchase of games, and monitoring documentation of observational data)

Kevin Copher, Director of Instruction (for oversight of this process, approval of budget expenditures, and communicating to District Leadership and other invested parties regarding progress in gifted identification equity)

Consulted Person(s): Jennifer Sedaghat, Kevin Copher, Emily Goldenstein (and tech department) for accessibility training, Katie Smith and Christina Ross (Communications specialists).

Informed Person(s): District Leadership, classroom teachers, participating students and their guardians

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

1. The documents pass Grackle accessibility screens.
2. Parents are accessing documents sent through Parent Square.
3. Selection and purchase of vetted games are completed by the specified timeline.
4. The vetted games are available for use by gifted educators.
5. Students from special populations (504, IEP, multicultural, socioeconomically diverse, READ Plan) are included in talent pool services.
6. There is an increase in the number of subgroup students afforded enrichment options based on the cognitive assessment data.
7. Observational data is being recorded by gifted educators using the vetted games.

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 convergent with the priorities in the district, as all departments are working on accessibility, translation for communications, and equity. This target aligns with the district's focus on equity by actively seeking out and providing enrichment to talent pool students from all subgroups. It also connects to the broader goal of providing differentiated learning opportunities for all students as part of a well-rounded Graduate Profile.

Major Improvement Strategy 2 (Optional)

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.

Rationale for Selection: The current formal identification of gifted students in visual arts is low, despite the presence of strong art programming and talented students. Leveraging existing structures like the National Junior Art Honor Society (NJAHS), juried exhibitions, and contest winnings provides a readily available source of evidence for visual arts talent. This aligns with the Gifted Education Department's interest in tapping into talent area identifications within the arts.

Furthermore, it can provide a more streamlined and potentially equitable approach to identifying students who already demonstrate exceptional abilities in visual arts through these platforms.

Determine the student performance priority this program element will address.

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

Equity in parent, family, and student engagement and identification, specifically within the area of visual arts. By more actively recognizing and utilizing achievements within established art programs, we aim to identify a broader and more diverse range of visually gifted students.

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

benchmarks and dates.

Target 1: Establish a clear pathway for including National Junior Art Honor Society (NJAHS) participation and juried/contested art achievements in the visual arts gifted identification process.

Action Step 1.1: Convene a meeting between the Gifted Education Department and members of the Art Department to discuss the integration of NJAHS and contest outcomes into the existing Weld RE4 Art Talent Identification framework.

Key discussion points will include:

1. Specific criteria for NJAHS membership at the middle school level to understand the level of artistic achievement it represents.
2. Details of art contests and juried exhibitions regularly participated in by students across Weld RE-4, such as the NJAHS Juried Exhibition and the Loveland Photographic Society contest, to understand their scope and rigor.
3. Determine the extent to which the access is available to the juried results from various contests.
4. Initial integration points of these achievements into the existing framework

Timeline: August - September 2025

Benchmark: A meeting was held, and initial integration points were identified.

Action Step 1.2: Review the Weld RE4 Art Talent Identification framework to determine specific points where NJAHS membership, selection into juried exhibitions (like the NJAHS National Juried Exhibition), the Loveland Photographic Society contest, and any other currently available opportunities to show exemplary talent can serve as potential evidence within a student's gifted Body of Evidence (BOE). Get support from the Art Department in understanding how those juried exhibitions are run, the selection process, and the breadth of entrants for various shows (local, state, national, or international)

This review will involve:

1. Gathering and analysing specific criteria for NJAHS membership at all participating levels.
2. Compiling detailed information on art contests and juried exhibitions regularly engaged in by Weld RE-4 students, including their entry requirements, judging processes, and typical number of participants.
3. Determining the district's access to juried results and exploring potential methods for obtaining this information.
4. Gaining support from the Art Department in understanding how these juried exhibitions are run, the selection process, and the breadth of entrants for various shows (local, state, national, or international).
5. Documenting specific connections within the existing Weld RE4 Art Talent Identification framework where this information can be incorporated. This may include considering how these achievements align with the existing components of the identification process, such as portfolio and performance data.

Timeline: September - October 2025.

Benchmark: Specific connections within the framework are documented. The information on NJAHS criteria, art contests, and access to results has been gathered.

Action Step 1.3: Develop clear guidelines and criteria outlining how these achievements will be considered and weighted within the adjudication process. This will involve:

1. Utilise the information gathered in Action Step 1.2 on NJAHS criteria, art contest details, and access to judging results to inform the development of these guidelines.
2. Determine how the rubrics or criteria used by other organizations (including NJAHS and art contest organizers) fit into the visual arts identification body of evidence.
3. Decide what criteria these contests and NJAHS membership might fulfill within the gifted identification process. This will involve determining whether these achievements serve as qualifying or supporting elements within a Body of Evidence.
4. Define the additional evidence that must be collected to support a referral based on these achievements. It may include direction on additional elements required based on the inclusion of these pieces to solidify consistent practices in identifying giftedness in visual arts.
5. Recruit teachers to support portfolio development for students needing guidance.

Timeline: November - December 2025.

Benchmark: Draft guidelines and criteria established.

Action Step 1.4: Communicate these updated guidelines to parents, students, and art teachers through accessible formats. Invite students to develop and submit portfolios.

Timeline: January 2026.

Benchmark: Communication materials developed and disseminated.

Target 2: Increase the number of referrals for visual arts gifted identification based on NJAHS and contest participation.

Action Step 2.1: Modify the referral process to allow art teachers to easily submit relevant documentation of a student's NJAHS or contest achievements as part of the referral. This will require education and dissemination of information modification of the referral form to include specific instructions for listing and attaching supporting evidence.

Timeline: November 2025.

Benchmark: Streamlined referral process implemented.

Action Step 2.2: Educate additional art teachers on the updated identification procedures and the value of referring students who demonstrate high levels of artistic skill and creative thinking through their involvement in NJAHS and other art-related competitions. Highlight the characteristics of giftedness in Creative or Productive Thinking and Visual Arts and connect their knowledge of the discipline and skill with procedures and purposes for identifying these students.

Timeline: January - February 2025.

Benchmark: Collaborative session of Learning and Development conducted with art teachers and gifted specialists and/or dissemination of information via the art department's Professional Learning Communities (PLCs).

Action Step 2.3:

Develop a streamlined tracking system (e.g., a spreadsheet) for documenting gifted referrals by area. The system should include the cause of initiation (e.g., contest participation, NJAHS membership) and provide links to portfolios when applicable. This tool will support the monitoring of referral trends over time and help evaluate which types of evidence are most effective in supporting referral and identification.

Timeline: November 2025.

Benchmark: Streamlined tracking system developed

Action Step 2.4:

Encourage staff, parents, and students to proactively refer students who have participated in NJAHS juried exhibitions or won art contests. Onboard art teachers in the portfolio process to help disseminate submission guidelines and timelines to students, increase awareness of the existence of the visual arts gifted designation, and ensure students are considered for referral.

Timeline: Ongoing throughout the school year (2025-2026).

Benchmark: Monitor the change in the number of referrals for visual arts through the tracking mechanism implemented to record referrals.

Target 3: See an increase in the number of formally identified gifted students in visual arts.

Action Step 3.1: Monitor the number of referrals for visual arts gifted identification, particularly those based on NJAHS and contest achievements.

Timeline: Ongoing throughout the school year (2025-2026).

Benchmark: Regular review of referral data.

Action Step 3.2: Track the number of students who complete the gifted identification process in visual arts, with specific attention to those whose BOE included evidence of NJAHS or contest participation.

Timeline: End of the 2025-2026 school year.

Benchmark: Increase in the number of formally identified gifted Visual Arts students compared to previous years.

Action Step 3.3: Track the number of students who are formally identified in visual arts over time.

Timeline: End of the 2025-2026 school year.

Benchmark: Increase in the number of students formally identified in visual arts, compared to previous years.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve gifted student performance by providing a more comprehensive and relevant pathway for identification in visual arts. Students who demonstrate exceptional talent through their involvement in art programs and competitions will be more readily recognized, ensuring access to appropriate gifted education services and programming.

In alignment with the “Create” aspect of Weld RE-4’s Graduate Profile, this recognition and investment in talent can further enhance motivation and engagement, encouraging students to pursue their artistic passions and engage more deeply in their art education. By valuing diverse forms of achievement, Weld RE-4 school district can foster a more equitable and inclusive approach to gifted identification.

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):**

Responsible Person(s): This is who will be responsible for doing the work related to the target. This person is responsible for the daily decision-making in collaboration with the accountable person.

The people responsible for integrating existing art program achievements into gifted identification referrals are the middle school gifted education specialists and select middle school art teachers. These are the people directly involved with students and, thus, the ones who can recognize, nurture, and inform district personnel of the potential giftedness in students.

The accountable person for this project is also a “Responsible Person” in terms of document and procedural preparation and dissemination.

Accountable Person(s): This is the person who is ultimately accountable to ensure the work is happening and progressing. This person is responsible for the overall decision-making and may not necessarily be responsible for day-to-day decision making.

The person accountable for the enhancement of identification procedures for visual arts talent by integrating existing art program achievements is Christina Sutter (Gifted Education TOSA/Director of Record) for ultimately ensuring the work is happening and progressing and for overall decision-making.

Kevin Copher (Department of Instruction) is accountable for allotting time to this work and updating district leadership on the progress in this area. He is also in charge of ensuring the process aligns with the direction of the district, the Graduate Profile, and how this process aligns with other works of the Department of Instruction.

Consulted Person(s): This is the person or persons who are consulted for their expertise or support. They are not decision makers.

The expertise of various Weld RE-4 gifted teachers, art teachers, specialists, Core Content TOSAs, and Communications Specialists will be instrumental to this work. Other North Central Gifted Directors of Records and/or the Gifted Education Regional Consultant, Melanie Isenhour, will be consulted as the referral process,

referral tracking form, and existing art elements are integrated into the system, ensuring portability and adherence to ECEA law and best practices in gifted education.

Informed Person(s): This is the person or persons who needs to be informed of what is happening but is not involved in decision making or implementation.

Invested parties such as district and school leadership, general education teachers, guardians, and students need to know various levels of information related to the implementation of this plan and will be informed according to their needs.

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

1. Number of art teachers trained on the updated identification procedures.
2. Number of referrals for visual arts gifted identification that include evidence of NJAHS participation or art contest achievements.
3. Number of students designated as talent pool in visual arts during the 2025-2026 school year.
4. Number of students formally identified as gifted in visual arts during the 2025-2026 school year.
5. Qualitative feedback from art teachers and gifted facilitators on the effectiveness and ease of the updated process.
6. Review of student ALPs to ensure they reflect the identified visual arts giftedness and provide appropriate goals.

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?

Convergence with Other District/BOCES Priorities: This strategy aligns strongly with Weld RE-4 school district's priority of equity in access and identification within gifted education. By leveraging existing art program structures, the district aims to reach a broader range of talented students, ensuring that gifted identification numbers are not solely reliant on traditional academic measures. The initiative to connect the Gifted Education and Art Departments directly addresses the need for interdepartmental collaboration to better serve students. This collaborative approach supports the 'Relate' and 'Participate' elements of the Graduate Profile, fostering connections between departments and engaging art educators in the identification process.

Furthermore, the emphasis on recognizing diverse talents resonates with the broader goal of developing well-rounded graduates who can 'Create', 'Evaluate', and potentially 'Advocate' through their artistic abilities. The development of clear guidelines and criteria also supports the 'Outcome That Shows Progress' and 'Progress Monitored' aspects of the Priority Skills outlined in the Graduate Profile framework. By demonstrating the Graduate Profile in the work the district does and in the work that impacts students, the district is demonstrating the importance and relevance of the Graduate Profile in all the work, whether by or for students.

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

Christina Sutter