

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.

Curriculum Compacting and Acceleration to Support Student Achievement

The recent Gifted Education Monitoring process recognized the strength of District 6's programming, while also identifying areas for continued growth. A key recommendation was the need for expanded curriculum compacting, particularly in English Language Arts.

Data indicates that when K–8 students are provided opportunities to work above grade-level standards in mathematics, their NWEA scores show significant improvement. Similarly, compacting curriculum in English Language Arts can better meet the needs of advanced learners and support continued academic growth.

These practices align directly with the Strategic Plan, *Innovation 2030*, specifically the focus area of Student Learning and Achievement, which commits to engaging all students in a challenging and personalized education that prepares them for college and career readiness.

Implementing curriculum compacting and acceleration in both reading and math not only supports this strategic vision but also enhances opportunities for personalization and academic challenge across the district

Determine the student performance priority this program element will address.

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

Student Performance Priority: Gifted and Talented Programming will address academic growth for identified GT students. Analysis of district-wide data indicates that growth measures for GT students in Greeley-Evans School

District 6 remain consistently flat. While these students demonstrate high achievement levels, they exhibit inadequate academic growth as measured by both NWEA assessment data and Colorado Measures of Academic Success (CMAS) results.

NWEA MAP Growth:

High growth is generally considered to be at or above the 65th percentile for student growth percentiles (SGPs) Some districts and states may use 70th or 75th percentile as the threshold for "high growth"

CMAS (Colorado Measures of Academic Success):

Colorado defines high growth as student growth percentiles (SGPs) at or above the 65th percentile

This is consistent with Colorado's growth model, where 65th percentile and above is classified as "high growth"

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

Fall 2025

- Fully implement Math curriculum compacting at all Elementary, K–8, and Middle Schools
- Continue development of ELA curriculum compacting with a district teacher team
- Building GT Facilitators work with building data teams to develop lists for advanced ELA targeted instruction groups

August 2025

- Pull Spring NWEA RIT scores (Grades 2–8) for Math and ELA
- Pull CMAS Math and ELA proficiency levels and percentiles (Grades 2–8)

January 2026

- Analyze BOY–MOY NWEA Math data to evaluate impact of curriculum compacting
- Analyze BOY–MOY NWEA ELA data, comparing compacting vs. non-compacting schools

February 2026

- Develop lists for summer Geometry
- Target 8th-grade students taking Algebra 1 for summer Geometry

March 2026

- GT Specialists in the buildings use MTSS protocols to adjust curriculum compacting as necessary using PLC data
- GT data spreadsheets updated to reflect changes in compacting interventions
- Transition spreadsheets created to reflect curriculum compacting and identify needs going into the 26-27 school year

April 2026

- Transition spreadsheets are shared with schools to ensure the schedule allows for compaction and acceleration in both reading and math

May 2026

- Building schedules are solidified, and student rosters are completed in Infinite Campus
- GT Coordinator supports the process and works with data specialists to make sure GT and talent pool students are in appropriate courses for the 2026-27 school year

Explain how meeting this target will improve gifted student performance.

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

Curriculum compaction in reading and math is projected to increase student growth and achievement on CMAS assessments and reverse District 6's downward performance trend. NWEA MAP Growth assessments are reliable early indicators of CMAS proficiency through established statistical correlations. Fall and winter MAP data provide predictive insights to guide targeted instruction, identify intervention needs, and align curriculum decisions with state standards.

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. Jodee Mueller, GT Coordinator and Gifted and Talented Facilitators in the buildings
2. John Fischer, Math Curriculum Coordinator
3. Jinny Jensen, Director of Curriculum, Instruction, and Assessment
4. Teachers, Wes Tuttle, Assistant Superintendent of Elementary, Anthony Asmus, Assistant Superintendent for Secondary

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

Success of curriculum compacting and acceleration will be measured by high growth and achievement on NWEA BOY-EOY assessments in English Language Arts and Math, as well as CMAS ELA and 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?

The work directly aligns with the D6 Strategic Plan Innovation 2030 under the focus area of Student Learning and Achievement. "District 6 engages all students in a challenging and personalized education, preparing each student to be career and college-ready."

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

Jodee Mueller