



New Mexico District/Charter School Gifted Education Plan

District: Cloudcroft Municipal School District	School Year 2025-2026
Report Compiled by:	Shawna Carter

For questions and support, please contact Christopher Vian (MLSS and Gifted Specialist) at christopher.vian@ped.nm.gov or (505) 231-0766

Components of Gifted Education Plan

Component 1: District/Charter Demographic Information

Component 2: Gifted Screening, Assessment, and Identification Procedures

Component 3: Gifted Programming Components

Component 4: Gifted Progress Monitoring Procedures

Component 5: Gifted Staff Qualifications and Professional Development Procedures

Component 6: Gifted Program Plan Implementation

District/Charter Demographic Information

General Gifted Demographics	
Total District/Charter Student Population: 419	Total District/Charter Identified Gifted Population: 15
Total District/Charter Endorsed Educators: 32	Total District/Charter Gifted Endorsed Educators: 0
Total Student Participation in Talent Pool: 6	Total Students Identified as Twice Exceptional (2E): 5
Total Teacher to Student Ratio for District: 13:1	Total Highly Qualified Teacher to Gifted Student Ratio: 13:1

Gifted Identification by Sex	
Total Male Identified as Gifted: 12	Total Female Identified as Gifted: 3
Total Other Sex/Gender Identified as Gifted: 0	

Gifted Identification by Race	
Total American Indian/Alaskan Native Identified as Gifted: 1	Total Asian/Pacific Islander Identified as Gifted: 3
Total African American Identified as Gifted: 0	Total Hispanic Identified as Gifted: 0
Total 2 or More Races Identified as Gifted: 0	Total White Identified as Gifted: 10
Total "Other" Identified as Gifted: 0	

Gifted Identification by Socio-Economic Status	
Total Participating in "At-Risk" Programming Identified as Gifted: 5	Total Not Participating in "At-Risk" Programming Identified as Gifted: 10

Gifted Identification by Home Language	
Total English as Home Language Identified as Gifted: 14	Total English Learner Identified as Gifted: 0

Gifted Communication Procedures

District Communication Question 1: What are the official channels of communication for parents and school personnel to receive information about gifted identification, assessment, service provision, and education?

- School District Website – this outlines policies, identification processes, and available services.
- Gifted Education Director – The CMS SPED Director oversees programs for gifted students, ensuring appropriate identification, curriculum, and support. They develop and manage gifted programs, coordinate professional development, coordinate assessments, engage with parents, and ensure compliance with state and federal policies. Their role also involves advocating for resources and fostering innovative learning opportunities, such as acceleration, enrichment, and project-based learning.
- State Department of Education Website –
<https://webnew.ped.state.nm.us/bureaus/licensure/endorsements-how-to-add-a-license/gifted-education/>
- Parent and Teacher Meetings –CMS holds an annual parent meeting to discuss gifted programming.
- School Counselors and Teachers – Teachers and counselors provide insights into the identification process and available gifted services.
- Board of Education Policies and Public Meetings – CMS School boards discuss and set policies regarding gifted education;meeting minutes are publicly accessible.
- Email, Newsletters, and School Announcements – CMS schools share updates on gifted testing, programs, and enrichment opportunities through newsletters, emails, or school-wide communications.
- Gifted Education Advocacy Groups – Organizations such as the National Association for Gifted Children (NAGC) or state-specific gifted associations provide resources and updates.
- Student Handbooks and District Policy Documents – Outline gifted education services and policies.

District Communication Question 2: What are the official procedures for the district or school to communicate with parents and school personnel regarding gifted identification, assessment, service provision, and education?

Gifted Communication Procedures

The official procedures for the district to communicate with parents and school personnel to receive information about gifted identification, assessment, service provision, and education typically include the following:

General information and program specific information is provided above. CMS informs parents, educators, and other required GIEP team members of the program evaluation by establishing clear communication channels and processes. This may involve disseminating regular updates and reports on the evaluation findings, including the impact of programming on gifted student achievement and progress. Additionally, CMS will ensure that the information is accessible and transparent, providing opportunities for feedback and input from all stakeholders. By maintaining open lines of communication, CMS will facilitate a collaborative approach to program evaluation, ensuring that all relevant parties are informed and engaged in the process.

Gifted Testing & Eligibility Process

Parents/Guardians will be notified of the district's intent to conduct gifted testing through a Prior Written Notice (PWN). At that time, parents/guardians will receive a consent form to approve or decline testing. Once consent is received, the district will complete the evaluation and determine eligibility in a timely manner.

An Eligibility Determination Team (EDT) meeting will be held with required team members to review evaluation results. If the student qualifies for gifted services under an Individualized Education Program (IEP), an IEP team meeting will be scheduled in a timely manner of the EDT meeting to develop the student's plan.

Parents of gifted students will have quarterly progress updates to include progress towards goals.

Gifted Education Teacher –CMS GT Teacher answers questions and provides resources for families and school personnel. The GT Teacher will lead the Gifted Advisory Committee.

Gifted Screening, Assessment, and Identification Procedures

Screening, Assessment, and Identification Question 1: What is the district/charter referral and screening process?

Gifted Screening, Assessment, and Identification Procedures

The Cloudcroft Gifted Education Program Plan:

Communication: CMS will present information about the GIEP (Gifted Individualized Education Plan) in each school handbook and on the District's web page for parents, students, and staff to review on a yearly basis.

Identification Process: CMS will provide the same level of notice to parents, students and staff regarding information about the gifted program as it does with respect to other significant school activities, policies, or procedures. The notice will include information on the definition of gifted, how to refer a student, the basic eligibility criteria (excluding test scores), and whom to contact to make a referral. The method for providing this notice will be in the CHS, CMS, and CES Student Handbooks and on the District's Webpage.

Cloudcroft Municipal Schools recognizes that its current identification rate (3.5%) is below the state-recommended range (6–8%). To address this, CMS will:

- Expand universal screening beyond 3rd grade to include all incoming students and targeted grades 3–8.
- Regularly analyze local data to identify underrepresented groups and adjust referral strategies.
- Provide teacher professional development on recognizing giftedness across diverse populations.
- Actively monitor talent pool data and re-screen students annually.

These steps aim to systematically identify more students with gifted potential, ensuring a more representative and equitable identification rate.

Universal Screenings: Cloudcroft will conduct universal screenings using a standardized quantitative assessment or other substantial universal screener for all 3rd-grade students in the spring of each year.

Purpose of Universal Screening: The aim of universal screening is to identify gifted students from diverse backgrounds systematically, ensuring that all students have the opportunity for consideration. This approach aims to prevent overlooking students with high potential, especially those from underrepresented groups, who may not be identified through traditional referral methods.

Referrals: Gifted referrals can be made by educators, staff, family members, community members, and the students themselves. Cloudcroft will establish a clear process for referrals and ensure that stakeholders are informed and involved in the identification process.

Sources of Evidence: The CGST will collect a variety of quantitative and qualitative data to build a comprehensive body of evidence for each

Gifted Screening, Assessment, and Identification Procedures

referral.

Use of Local Norms: CMS recognizes the importance of using local norms for comparison due to the diverse cultural and linguistic backgrounds of students. This approach ensures that giftedness is identified across all populations.

Alternative Identification Protocol: The CGST will use the entire body of evidence to make qualification decisions for gifted education. If qualification is not met, placement in a talent pool will be considered for further monitoring and development.

GIEP Team and Plan: The CGST will use the qualifying body of evidence to determine eligibility for gifted education and design individualized programming. The GIEP will be updated annually and include components such as demographic information, qualification data, goals, accommodations, services, and more. Should a student not meet qualifications, the student will continue to be monitored, placed in the “talent pool” and considered for another potential category of giftedness.

Timeline for Communication: GIEP must ensure the following:

- A meeting to develop a GIEP is conducted within a timely manner in the determination of giftedness.
- A GIEP will be conducted annually with all GIEP team members.

Dispute -A grievance procedure consistent with local policy through which parents may resolve concerns regarding identification, evaluation, eligibility, or services for gifted students. A grievance form is available on our District's website and will be reviewed by the GT. After a review of the grievance, a meeting will convene to deliberate and conclude on the findings.

Screening, Assessment, and Identification Question 2: What sources are used as the body of evidence for gifted identification?

Gifted Screening, Assessment, and Identification Procedures

The CogAT is the screening, assessment, and identification source for gifted identification in Cloudcroft Municipal School District in addition to triangulating the following measures.

1. Measures Cognitive Reasoning Skills
 - The CogAT assesses three domains:
 - Verbal Reasoning (language and vocabulary skills)
 - Quantitative Reasoning (mathematical and numerical problem-solving)
 - Nonverbal Reasoning (spatial and pattern recognition)
 - These domains help identify students who demonstrate advanced cognitive ability, which may indicate giftedness.
 2. Used Alongside Other Measures
 - Achievement Data (NM-MSSA, PSAT, i-Station, iMSSA and NMASR) to measure academic performance.
 - Observations & Performance Tasks to capture gifted potential beyond standardized testing.
 3. Flexibility in Identification
 - Some students may have high ability but lower achievement due to factors like under-challenging curriculum or lack of access to enrichment.
 - The CogAT can help identify students from diverse backgrounds who may not perform as well on achievement tests but still exhibit gifted potential.
- Multiple Measures Approach: No single test should determine eligibility; CogAT is one piece of the puzzle.
 - Equity Considerations: Use local norms, alternative assessments, and nonverbal scores to ensure fair identification across all demographics.
 - Flexible Cutoff Scores refer to a range or adjustable threshold used to identify students who may demonstrate advanced abilities or potential. Unlike rigid cut-off scores, which set a fixed numerical benchmark, flexible cut-offs allow for a more nuanced approach, considering various factors such as a student's background, performance across different assessments, or specific strengths. This approach helps ensure that a broader range of students, especially those from diverse or underrepresented groups, have the opportunity to be identified for gifted programs, even if their performance on one test might not meet a rigid cut-off.

Screening, Assessment, and Identification Question 3: What are the qualifying criteria to make it past the screening process? What are the qualifying criteria to be determined as gifted?

Gifted Screening, Assessment, and Identification Procedures

The Cognitive Abilities Test (CogAT) is used to assess students' reasoning and problem-solving skills, often for gifted and talented programs.

1. Score Requirements

- Students must score in the 95th percentile or higher on the Composite Score or in a specific battery (Verbal, Quantitative, or Nonverbal). All composite and sub composite scores are used.

2. Multiple Measures

- Additional criteria used alongside CogAT scores:
 - Achievement Test Scores (NM-MSSA, PSAT, SAT, i-Station, iMSSA and NMASR)
 - Teacher Recommendations
 - Classroom Performance & Grades

3. Clondcroft Municipal Schools meet the evaluation procedures for gifted students by implementing a comprehensive process that aligns with the requirements outlined in the 6.31.3.11 NMAC. This includes:

- 1) general intellectual ability;
- 2) creative or divergent thinking;
- 3) problem solving or critical thinking
- 4) specific aptitude or achievement;
- 5) artistic ability;
- 6) leadership ability.

CMS is expanding identification pathways for leadership and artistic ability using the following criteria:

Leadership Ability:

- Teacher nominations and rubrics evaluating initiative, problem-solving, and peer influence.

Gifted Screening, Assessment, and Identification Procedures

- Student self-reflection surveys or portfolios demonstrating initiative and organization.
- Participation in school or community leadership activities (student council, clubs, volunteer coordination).

Artistic Ability:

- Portfolio review scored using a rubric aligned to state visual/performing arts standards.
- Teacher or community artist evaluations.
- Participation in regional or state arts contests, with consideration of expressive originality and technical skill.

Screening, Assessment, and Identification Question 4: What are the GIEP procedures used during the gifted screening, assessment, and identification process?

Universal Screenings: Cloudcroft will conduct universal screenings using a standardized quantitative assessment or other substantial universal screener for all 3rd-grade students in the spring. This assessment is used for referral for further assessment in identifying students from underrepresented populations and may include group or individually administered assessments of academic achievement or cognitive ability.

Furthermore, CMS will collect a variety of quantitative and qualitative data to build a comprehensive body of evidence for each referral, ensuring that giftedness is identified across all populations. By adhering to these guidelines, CMS can effectively establish and manage a gifted advisory committee to support and enhance gifted education services within their educational system. This committee will regularly review the goals and priorities of the gifted program, including the operational plans for student evaluation, identification, placement, and service delivery, and demonstrate support for the gifted program.

Purpose of Universal Screening: The aim of universal screening is to identify gifted students from diverse backgrounds systematically, ensuring that all students have the opportunity for consideration. This approach aims to prevent overlooking students with high potential, especially those from underrepresented groups, who may not be identified through traditional referral methods.

Identification Process: CMS will provide the same level of notice to parents, students and staff regarding information about the gifted program as it does with respect to other significant school activities, policies, or procedures. The notice will include information on the definition of gifted, how to refer a student, the basic eligibility criteria (excluding test scores), and who to contact to make a referral. The method for providing this notice will be in the CHS, CMS, and CES Student Handbooks and on the District's Webpage.

Current assessment data plays a crucial role in meeting the academic and behavioral needs of gifted students.

Our district uses assessment results to:

1. Personalize Learning Plans – Data helps teachers tailor instruction to challenge and support gifted students appropriately.
2. Adjust Curriculum and Pacing – Assessments guide differentiation strategies to ensure students stay engaged and continue progressing.
3. Identify Social-Emotional Needs – Behavioral data informs counseling and intervention strategies to support students' emotional well-being.
4. Monitor Growth and Performance – Ongoing assessments track progress and help adjust services as needed.
5. Enhance Enrichment Opportunities – Data-driven insights help develop advanced coursework, extracurricular programs, and project-based learning experiences.

Gifted Programming Component Question 2: What continuum of gifted services is offered by your district/charter?

Cloudcroft offers various options like cluster grouping, general classroom enrichment, acceleration, honors, and Advanced Placement (AP) classes to cater to the diverse needs of gifted students. Further Program Models may include the following:

- **Cluster Grouping** - Rather than separating identified gifted students among classes, a cluster of 5-10 students is placed in one classroom with a regular education teacher who has training in how to teach gifted students.
- **General Classroom Enrichment** - An area of the classroom set aside for independent study and individualization in the content areas with students who are gifted, focusing on the process rather than content.
- **Acceleration Studying** - A student may take the regular curriculum earlier or at a faster pace than a typical student.
- **Subject Acceleration** - A student is placed in a class for a part of the day with students at more advanced grade levels. For example, a third-grade student might go to reading instruction in the fifth grade. A middle-grade student may attend math classes at the high school level, or a high school student may take college courses.
- **Individual and Small Group Counseling** - Affective education and counseling are both concerned with personal development and emotions. Affective activities are often led by the teacher or another adult without special training and consist of planned exercises and activities that help students clarify their own feelings and beliefs as related to the curriculum. Counseling, directed by an individual trained in counseling, focuses on individuals. It involves problem solving, making choices, conflict resolution, and deeper understanding of self, and is unrelated to the curriculum.
- **Full-Grade Acceleration (Grade Skipping)** - As determined appropriately by the GIEP team, a student is moved ahead of normal grade placement. This may be done during an academic year, such as placing a kindergarten student directly into first grade, or at year-end, promoting a 7th grader to 8th grade. Another example might be a student who spends the first semester in one grade and advances to the next grade for the second semester.
- **Advanced Classes** - Within and across grade level, advanced classes are designed for students who have already mastered the basic core of subject matter. Such courses offer consistent study in more depth and breadth to a curricular area with less redundancy from class to class or level to level.
- **Curriculum Compacting** - A procedure is used for streamlining the general education curriculum for students who are capable of mastering it at a faster pace (Reis, Burns, Renzulli, 1992). Individuals or groups of students are assessed to determine their level of proficiency in general education course outcomes, units, or courses. A determination is made of content or skills not yet mastered, and a plan is made to complete the remaining material and to progress to more appropriate and challenging instruction and materials.
- **Honors and Advanced Placement (AP) Classes** - Honors classes are general education classes with more complex content covered at a more rapid pace and in greater depth. AP courses are classes that offer college-level content and can offer opportunities to earn college credit. While these classes are not specifically intended for students who are gifted, they offer a level of challenge that can fit the academic needs of some, but not all, students who are gifted. AP courses offer many benefits for academically talented learners.
- **Pull-Out Groups (within and across Grades by Target Ability and Interest Areas)** - Students are pulled out of the general education classroom and a gifted education teacher or facilitator implements instruction and special studies based on ability and

interests of groups of students.

- **Self-Designed courses or Guided Study** - Self-designed courses and guided study are available to vary the depth at which students learn. To avoid misuse, direction and supervision, along with a study plan, to ensure student success. A format is developed, and structure is established, that will indicate when the study is completed.
- **Special Enrichment Options** - In or outside of school time learning is made available such as Saturday and summer programs, Great Books, Young Writers, Future Problem Solving, History Day, Academic Decathlon, Thinking Cap Quiz Bowl, Odyssey of the Mind, Continental Math League, Math Counts, Stock Market Simulation Game, Knowledge Master Open, STEM, and Science Olympiad.
- **Dual Credit Courses**- These courses earn students both high school and college credit simultaneously. These courses cover general education subjects (English, math, science, etc.) and are taught at high schools, colleges, or online through partnerships.
- **CTE (Career & Technical Education) Courses**-These courses focus on career skills and industry certifications. These courses include hands-on training (healthcare, IT, business, trades, etc.). Students may gain internships, apprenticeships, or college credit. It also prepares students for jobs or specialized degrees.
- **Other** - As determined by each district's student needs, available resources, and funding; CMS will create viable opportunities.

Gifted Programming Component Question 3: What supports are provided to meet the student's specific cognitive, academic, social-emotional, and behavioral needs?

In addition to the many supports listed above, below are some of the other support systems in place to meet the gifted student's specific needs:

Support: CMS will provide support for gifted students' general education teachers in differentiated instruction methods involving training, resources, and ongoing professional development opportunities. This support is essential for equipping teachers with the skills and knowledge to effectively meet the diverse learning needs of gifted students within the general education classroom. It also involves aligning instructional content with the areas of strength of gifted students and implementing social, affective, and guidance support systems to ensure a holistic approach to their education. Additionally, articulation to meet the needs of gifted students as they progress to the next grade and transition to postsecondary education settings is crucial for their continued academic and personal growth.

Counseling, Online Schools, Pull-Out Groups: In addition to academic options, students may access individual and small group counseling, pull-out groups, and self-designed courses to enhance their learning experience.

General and Gifted Education Alignment: CMS will ensure alignment between general and gifted instruction through on-going teacher PD.

Transitions: Smooth transitions are facilitated from elementary to middle, and middle to high school. Case managers introduce transitioning students to upcoming grade-level case managers. GIEPs are updated and passed to new teachers for seamless transitions.

Articulation Graduation: CMS will meet gifted students' needs as they graduate from high school and continue in a postsecondary learning setting by implementing a comprehensive transition plan that ensures a seamless and supportive progression for gifted students. This involves developing a structured process for preparing gifted students for postsecondary education, including providing guidance on college admissions, scholarship opportunities, and academic support. CMS will also facilitate communication between high school educators, college counselors, and postsecondary institutions to ensure that the unique needs of gifted students are understood and addressed. Additionally, the district will offer pre-college support, such as Advanced Placement courses, college preparatory programs, and mentorship opportunities to help gifted students transition successfully to higher education.

Pre-Advanced Placement: CMS will demonstrate Pre-Advanced placement or pre-college support by offering a variety of programs and strategies to prepare students for advanced placement courses before or during high school. This support includes guidance on college admissions, scholarship opportunities, and academic preparation to help gifted students transition successfully to higher education. Additionally, the district will facilitate communication between high school educators, college counselors, and postsecondary institutions to ensure that the unique needs of gifted students are understood and addressed. By providing these resources and support, CMS aims to ensure that gifted students are well-prepared for Advanced Placement courses and post-secondary education, fostering their continued academic and personal growth.

Dual Credit Courses- These courses earn students both high school and college credit simultaneously. These courses cover general education subjects (English, math, science, etc.) and are taught at high schools, colleges, or online through partnerships.

CTE (Career & Technical Education) Courses-These courses focus on career skills and industry certifications. These courses include hands-on training (healthcare, IT, business, trades, etc.). Students may gain internships, apprenticeships, or college credit. It also prepares students for jobs or specialized degrees.

Acceleration: CMS will implement the whole-grade and single-subject acceleration policy by offering various options such as cluster grouping, general classroom enrichment, acceleration, honors, and Advanced Placement (AP) classes to cater to the diverse needs of gifted students. Additionally, the district will facilitate smooth transitions from elementary to intermediate, intermediate to middle, and middle to high school, ensuring that GIEPs are updated and passed to new teachers for seamless transitions.

Annual Review: The Gifted Individual Education Plan (GIEP) is a legal document that outlines programming for identified gifted students and guides educational planning and decision-making.

CMS will demonstrate the development and annual review of Gifted Individual Education Plans (GIEPs) through the establishment and management of GIEP teams. These teams will be responsible for creating and updating the GIEP document annually, ensuring that it includes essential information such as student demographic details, original qualification areas, qualification data used to determine gifted eligibility, educational needs for growth in specific areas of strength, as well as growth in other areas. The GIEP teams will also incorporate teacher and parent input, student input, planned course of study, accommodations and modifications, schedule of services, transition information, and Prior Written Notice of actions proposed and either accepted or rejected by the Cloudcroft Municipal Schools with rationale for acceptance or rejection.

Cloudcroft Municipal Schools (CMS) ensures the individual needs of each gifted student are met through the creation and annual update of a comprehensive Gifted Individual Education Program (GIEP) document. The GIEP includes essential information such as a:

- 1) student demographic details;
- 2) original qualification areas;
- 3) qualification data used to determine gifted eligibility;
- 4) educational needs for growth in specific areas of strength;
- 5) educational needs for growth in other areas;
- 6) short term goals to address areas of need;
- 7) long term goals to address areas of need;
- 8) teacher and parent input;
- 9) student input;
- 10) planned course of study;
- 11) accommodations and modifications;

- 12) schedule of services;
- 13) transition information;
- 14) prior written notice of actions proposed and either accepted or rejected by the LEA with rationale for acceptance or rejection.

Twice-Exceptional:

In the case of a twice-exceptional student, the student's Individualized Education Program (IEP) takes the place of the GIEP when it provides the information required in the GIEP. This comprehensive approach ensures that the educational programming needs of gifted students are met through individualized planning and support.

Cloudcroft Municipal Schools (CMS) ensures that the specific needs of each gifted student are met by following the caseload requirements outlined in Subsection I of 6.29.1.9 NMAC. This involves adhering to the specified guidelines for the maximum number of students assigned to a gifted case manager. By following these requirements, CMS ensures that each gifted student receives the necessary attention, support, and individualized programming. The caseload requirements are designed to maintain a manageable workload for case managers, allowing them to effectively address the unique educational needs of gifted students. This approach aligns with the commitment to providing comprehensive programming for the identification and education of gifted students, as outlined in the Cloudcroft Municipal School District Policy regarding Gifted and Talented Education.

Gifted Programming Component Question 4: What is the district/charter whole grade acceleration policy?

Full-Grade Acceleration (Grade Skipping) - As determined appropriately by the GIEP team, a student is moved ahead of normal grade placement. This may be done during an academic year, such as placing a kindergarten student directly into first grade, or at year-end, promoting a 7th grader to 8th grade. Another example might be a student who spends the first semester in one grade and advances to the next grade for the second semester.

Gifted Programming Component Question 5: What is the district/charter single-subject acceleration policy?

Acceleration: CMS will implement the whole-grade and single-subject acceleration policy by offering various options such as cluster grouping, general classroom enrichment, acceleration, honors, and Advanced Placement (AP) classes to cater to the diverse needs of gifted students. Additionally, the district will facilitate smooth transitions from elementary to intermediate, intermediate to middle, and middle to high school, ensuring that GIEPs are updated and passed to new teachers for seamless transitions.

Subject Acceleration - A student is placed in a class for a part of the day with students at more advanced grade levels. For example, a third-grade student might go to reading instruction in the fifth grade. A middle-grade student may attend math classes at the high school level, or a high school student may take college courses.

Gifted Programming Component Question 6: What advanced coursework is offered at elementary, middle, and high school?

- **Advanced Classes** - within and across grade level, advanced classes are designed for students who have already mastered the basic core of subject matter. Such courses offer consistent study in more depth and breadth to a curricular area with less redundancy from class to class or level to level.
- **Curriculum Compacting** - A procedure used for streamlining the general education curriculum for students who are capable of mastering it at a faster pace (Reis, Burns, Renzulli, 1992). Individuals or groups of students are assessed to determine their level of proficiency in general education course outcomes, units, or courses. A determination is made of content or skills not yet mastered, and a plan is made to complete the remaining material and to progress to more appropriate and challenging instruction and materials.
- **Honors and Advanced Placement (AP) Classes** - Honors classes are general education classes with more complex content covered at a more rapid pace and in greater depth. AP courses are classes that offer college-level content and can offer opportunities to earn college credit. While these classes are not specifically intended for students who are gifted, they offer a level of challenge that can fit the academic needs of some, but not all, students who are gifted. AP courses offer many benefits for academically talented learners.
- **Dual Credit Courses**- These courses earn students both high school and college credit simultaneously. These courses cover general education subjects (English, math, science, etc.) and are taught at high schools, colleges, or online through partnerships.
- **CTE (Career & Technical Education) Courses**-These courses focus on career skills and industry certifications. These courses include hands-on training (healthcare, IT, business, trades, etc.). Students may gain internships, apprenticeships, or college credit. It also prepares students for jobs or specialized degrees.

Gifted Progress Monitoring Procedures

Gifted Progress Monitoring Procedures Question 1: How does the district/charter progress monitor the effectiveness of services as evidenced by student achievement and commensurate student cognitive, academic, and affective growth?

Cloudcroft Municipal Schools will perform the following actions to address the described requirements:

Monitor

- a) CMS will assess and monitor gifted students' commensurate growth in academic achievement. CMS will establish a systematic process for assessing and monitoring the academic progress of gifted students. This may involve using a multi-layered system of support to address the academic needs of students, including universal screening to identify potential gifted students and ongoing evaluation to track their academic growth. Additionally, CMS will provide professional development activities to enhance the skills and knowledge of teachers and personnel who provide instruction and services to gifted students.

Affective Development

- b) CMS will assess and monitor gifted students' affective development. CMS will implement strategies to assess and monitor the affective development of gifted students, focusing on their social, emotional, and personal growth. This may involve creating a supportive and inclusive environment that addresses the unique social and emotional needs of gifted students, as well as providing counseling and support services to promote their well-being.

Gifted Progress Monitoring Procedures Question 2: What is the district/charter process for conducting periodic evaluation using the NAGC Gifted Standards?

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Evaluation

- c) CMS will establish procedures to ensure that the assessment and reporting of gifted students' academic achievement align with accreditation requirements. This may involve using evidence-based programs and service models to produce advanced outcomes as well as develop clear methods and timelines for communicating assessment results and next steps to parents and educators.

The Cloudcroft Gifted Education Program Plan: CMS shall maintain implementation of a two year plan and revise it every two years or until a revised plan is evaluated by the department. **Cloudcroft Gifted Education Program Plan (CGEPP) will submit a program plan every other year by an assigned date.**

Gifted Progress Monitoring Procedures Question 3 : What is the process for including families and school personnel in the periodic evaluation of district/charter gifted education policies and procedures?

Gifted Progress Monitoring Procedures

Cloudcroft Municipal Schools (CMS) gifted advisory committee includes parents, community members, students, and school staff, ensuring representation from all schools within Cloudcroft Municipal Schools (CMS).

Cultural Diversity Representation: CMS ensures committee membership reflects the cultural diversity of the CMS represented to promote inclusivity district wide.

The Advisory Committee shall

- 1) Review and prioritize goals of the gifted program, focusing on evaluation, identification, placement, gifted policies and procedures, and service delivery plans.
- 2) Show active support for the gifted program.
- 3) Provide insights on how cultural, linguistic, socioeconomic, and disability factors impact student identification and service delivery.
- 4) Advocate for underrepresented student groups (i.e. universal screening) to ensure equitable access to gifted services
- 5) Conduct a minimum of two meetings annually at regular intervals.
- 6) Collaborate with CMS administration to prepare an annual report on gifted programming for submission to the department

CMS shall commit to the following:

- Maintain formal records of committee membership, activities, and recommendations.
- Ensure that any proposals from the committee are submitted in writing to the CMS.
- Provide a written response to proposed actions before the next scheduled advisory committee meeting.

The Gifted Advisory Council will meet quarterly and will include a standing agenda item to address community engagement strategies.

In conjunction with the Gifted Advisory Council CMS will:

- Host family nights and student showcases (STEM nights, project exhibitions).
- Invite local professionals in arts, leadership, and STEM to engage with gifted students.
- Offer training to parents on navigating gifted services and supporting gifted learners at home.
- Provide multilingual outreach materials and surveys to gather feedback from all families.

By adhering to these guidelines, Cloudcroft can effectively establish and manage a gifted advisory committee to support and enhance gifted

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education services within their educational system. This is also the defined process for including families and school personnel in the periodic evaluation of district/charter gifted education policies and procedures.

Gifted Staff Qualifications and Professional Development Procedures

Gifted Staff Qualifications and Professional Development Question 1: What is the district/charter plan to recruit and retain highly qualified gifted educators?

Recruiting: CMS shall recruit qualified teachers through REAP and teacher training when applicable. CMS will promote certification in gifted education.

Gifted Staff Qualifications and Professional Development Question 2: What is the district/charter plan to provide high quality professional development to general education educators covering topics relevant to gifted education?

PD- Identifying Training Needs: Conducting a thorough assessment of staff training needs to identify areas where professional development is required to effectively support gifted students.

Encouraging Ongoing Learning: Promoting a culture of continuous learning and professional growth by encouraging educators to participate in conferences, webinars, and other professional development opportunities related to gifted education.

Managing and Coordinating: Implementing of the program plan will be managed and coordinated through impactful professional development opportunities; CMS will enhance the support and educational experiences provided to gifted students within the district.

Offering Targeted Workshops and Seminars: Providing targeted workshops, seminars, and training sessions focused on best practices in gifted education, differentiation strategies, social-emotional support for gifted learners, and other relevant topics.

Gifted Staff Qualifications and Professional Development Procedures

Recruiting: Recruiting qualified teachers through REAP and teacher training when applicable. CMS will promote certification in gifted education.

Collaboration

- CMS will facilitate opportunities for educators to collaborate, share experiences, and learn from each other to enhance their knowledge and skills in supporting gifted students.
- CMS will provide educators with learning opportunities for continuing education credits.
- CMS will evaluate the impact by assessing the impact of professional development initiatives on teacher practice and student outcomes to ensure that training efforts are effectively meeting the needs of gifted learners.

Gifted Program Plan Implementation

Gifted Program Plan Implementation Question 1: How will the district/charter manage and coordinate implementation of the gifted plan?

- The district ensures compliance through regular review and reporting.
- The gifted advisory committee meets three times a year to evaluate program effectiveness.
- Gifted education plan is revised every two years or as needed.

Cloudcroft Municipal Schools will ensure the enforcement of gifted rules by adhering to the applicable laws and rules governing gifted education. In the event that the LEA fails or refuses to comply with the applicable law or rules, and if the noncompliance or refusal to comply cannot be corrected or avoided by informal means, Cloudcroft Municipal Schools will take necessary steps to ensure compliance. This may involve the department or the student's parent or guardian utilizing any means authorized by state or federal laws or rules to enforce compliance. Cloudcroft Municipal Schools will prioritize the adherence to regulations and will take appropriate action to address any instances of noncompliance with the applicable laws and rules governing gifted education.

Addendum A – Revisions Based on 2025 PED Feedback

1. Identification Rate Plan

Cloudcroft Municipal Schools recognizes that its current identification rate (3.5%) is below the state-recommended range (6–8%). To address this, CMS will:

- Expand universal screening beyond 3rd grade to include all incoming students and targeted grades 3–8.
- Regularly analyze local data to identify underrepresented groups and adjust referral strategies.
- Provide teacher professional development on recognizing giftedness across diverse populations.
- Actively monitor talent pool data and re-screen students annually.

These steps aim to systematically identify more students with gifted potential, ensuring a more representative and equitable identification rate.

2. Gender Equity Actions

Analysis of current data reveals a gender imbalance in identification (12 male, 3 female). CMS will work to reduce gender bias by:

- Training teachers on gender-inclusive characteristics of giftedness.
- Reviewing screening tools and teacher nomination forms for gender bias.
- Conducting internal audits each semester to track referral and identification trends by gender.
- Actively engaging parents of female students in enrichment and referral processes.

3. Gifted Advisory Family Engagement

The Gifted Advisory Council will meet quarterly (not just twice a year) and will include a standing agenda item to address community engagement strategies.

CMS will:

- Host family nights and student showcases (STEM nights, project exhibitions).
- Invite local professionals in arts, leadership, and STEM to engage with gifted students.
- Offer training to parents on navigating gifted services and supporting gifted learners at home.
- Provide multilingual outreach materials and surveys to gather feedback from all families.

4. Leadership and Artistic Identification Pathways

CMS is expanding identification pathways for leadership and artistic ability using the following criteria:

Leadership Ability:

- Teacher nominations and rubrics evaluating initiative, problem-solving, and peer influence.
- Student self-reflection surveys or portfolios demonstrating initiative and organization.
- Participation in school or community leadership activities (student council, clubs, volunteer coordination).

Artistic Ability:

- Portfolio review scored using a rubric aligned to state visual/performing arts standards.
- Teacher or community artist evaluations.
- Participation in regional or state arts contests, with consideration of expressive originality and technical skill.

These procedures ensure equitable access for students gifted in non-academic domains and align with 6.31.2 NMAC.