

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.

ALP Procedures and Responsibilities

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.

Our AU participated in a GEM in January of 2024. During our exit interviews, the GEM team stressed the importance of a strong system, and not just strong personnel in key positions. Our GEM also revealed discrepancies between district gifted student data and our October Count gifted student data. To facilitate the building of a strong system and also to facilitate the transfer of gifted program information between grade levels and/or buildings within a district, or when a new person takes on the position of Gifted Education Director or District Coordinator, the SE BOCES has decided to implement a Master List system. This system will aid in gifted student identification audits (both local and state-level October Count), contact information, ALP audits, and progress monitoring. The Master List will also facilitate the creation of a data bank of example ALP goals and programming strategies, which has long been a goal of our AU's Comprehensive Program Plan.

Determine the student performance priority this program element will address.

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

The Master List will increase visibility of gifted student ALPs and therefore facilitate monitoring and assessment of ALP goal attainment (progress monitoring). ALPs and ALP monitoring also provide means of communication to the various educational partners to increase awareness and buy-in, which will bolster gifted student achievement and growth.

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

Each school district within SE BOCES will receive a copy of the Master List by August 25, 2025. This list will be completed by the district coordinator(s) and shared with the AU Gifted Education Director by Sept. 30, 2025.

This will facilitate accurate gifted student data for the October Count. ALP goals and programming options will be copied (without PII) to a shared data bank available to district coordinators by January 15, 2026.

Explain how meeting this target will improve gifted student performance.

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

Creation of a shared Master List will facilitate the communication of ALP goals as students transfer between buildings/grade levels within a district or to a different school district, aiding in the portability of identification and also evidence of student performance toward ALP goal achievement. This will help eliminate lost time in re-identification or updating ALP goals. Either and/or both of these benefits will improve gifted student performance.

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. AU Gifted Education Director, District GT Coordinators
2. AU Gifted Education Director and District GT Coordinators
3. AU School/District Administrator and AU Executive Director
4. all AU GT Program educational partners

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

After conducting ALP workshops in August and September 2025, the AU Gifted Education Director will conduct an internal audit of each district's Master List by October 15, 2025. Data bank of example ALP goals and programming options will be shared by the AU Gifted Education Director to school/district GT Coordinators by Jan. 15, 2026.

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?

Creation of a shared Master List will facilitate the communication of ALP goals as students transfer between buildings/grade levels within a district or to a different school district, aiding in the portability of identification and also evidence of student performance toward ALP goal achievement. This will help eliminate lost time in re-identification or updating ALP goals. Either and/or both of these benefits will improve gifted student performance.

Major Improvement Strategy 2 (Optional)

Advanced Learning Plan Content

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last year's target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, [data analysis](#), policies and procedures, and/or research, etc.

Advanced Learning Plan content was the Major Improvement Strategy 1 on our SY 2024-2025 Annual Plan. On this previous plan, our goal was to have ALPs in place for each identified gifted student (117 students in SE BOCES) by Nov. 8, 2024. We were able to have 115 plans in place by that date, and the additional 2 ALPs were completed and in place by Jan. 15, 2025. Continuing with this effort of updating ALPs and also working through progress monitoring of student achievement of ALP goals will be our Major Improvement Strategy 2 for SY 2025-2026. ALPs for all identified students will be completed and in place by September 30, 2025, and progress monitoring will be updated and recorded throughout the SY 2025-2026. AU Gifted Education Director will

provide workshops and individual assistance in ALP writing and will conduct an internal audit before October 15, 2025, to determine ALP completion. Progress monitoring of student goals will be conducted in the spring of 2026, or sooner if indicated on the individual ALP.

Determine the student performance priority this program element will address.

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

The purpose of the gifted student ALP is to set rigorous goals and to help track student progress through those goals. Having a quality ALP for each gifted student will facilitate progress monitoring and re-evaluation of student goals to be more conducive to higher achievement and growth for our gifted students.

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

The AU Gifted Education Director will provide ALP workshops for all district GT coordinators in August and September 2025; all ALPs are due to be in place by September 30, 2025. The AU Gifted Education Director will conduct an internal audit before Oct. 15, 2025. Each district GT coordinator has already received an ALP template which can easily be copied and filled in for each district's identified gifted students. District coordinators will also complete a GT Master List of identified students and their goals and progress monitoring activities that will be shared with the AU Gifted Education Director for audit and assistance purposes. Progress monitoring of student goals will be conducted in the spring of 2026, or sooner if indicated on the individual ALP.

Explain how meeting this target will improve gifted student performance.

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

An ALP records goals and tracks progress toward those goals for each identified gifted student. Without an ALP, there is no clear means of monitoring progress toward goals or even analyzing gifted student achievement and growth. The ALP not only provides this direction for student achievement and growth, but also provides a means of communication to the various educational partners (student, teachers, parents, administrators) to increase awareness and improve buy-in, which will bolster gifted student achievement and growth.

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

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

1. AU Gifted Education Director and District GT Coordinators
2. AU Gifted Education Director and District GT Coordinators
3. AU Gifted Education Director and District GT Coordinators
4. teachers, identified gifted students and their parents
5. all GT educational partners
5. School/District Administrators, community educational partners

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

After conducting ALP workshops in August and September, 2025, the AU Gifted Education Director will conduct an internal audit of completed ALPs before Oct. 15, 2025. Schools/districts with all ALPs completed will be recognized at the December 2025 SAC meeting

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 11 districts within the SE BOCES AU always have student achievement as a priority. Increasing student achievement for identified gifted students through complete, quality ALPs will help facilitate increased achievement and growth for this segment of our student population.

Major Improvement Strategy 3 (Optional)

Budget

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last years target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, data analysis, etc.

The GEM Team recommends SE BOCES leadership team considers a “reimbursement of gifted funds” model for each member district. This model is widely used across many BOCES throughout Colorado. This model holds member districts accountable for adhering to requirements of ECEA Rule such as following guidelines for UIPs, ALPs, Personnel, etc., before receiving gifted funding.

Determine the student performance priority this program element will address.

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

Changing our GT funding budget method will allow for better use of these funds for supporting gifted education program goals, which will, in turn, better support student performance toward their individual ALP goals. This program element is designed to address student performance priorities by aligning gifted education funding with targeted support for individual ALP goals. By refining our GT funding budget method, we can more effectively allocate resources to programming and services that directly impact student growth, ensuring improved outcomes aligned with each gifted learner’s identified needs and performance goals.

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

The AU Gifted Education Director, GERC, and GEM review team member will meet with the AU Executive Director in July 2025 to discuss transition to the re-imbursement method for gifted funds (3150). Examples of how this method works in other BOCES AUs will be reviewed, and a plan will be set for approval of new budget method by the SE BOCES SAC and SE BOCES Board. As a measurable goal, the AU will submit the FY25 Expended Budget Report accurately and in full alignment with the new reimbursement method by the CDE submission deadline, demonstrating successful implementation of the revised budgeting approach.

Explain how meeting this target will improve gifted student performance.

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

This target will allow SE BOCES schools/districts to address student performance priorities by aligning gifted education funding with targeted support for individual ALP goals. By refining our GT funding budget method, we can more effectively allocate resources to programming and services that directly impact student growth, ensuring improved outcomes aligned with each gifted learner’s identified needs and performance goals.

Describe the specific action step(s) (activities, strategies) the AU will take this year to meet the overall goal described in the CPP.

The SE BOCES Gifted Education Director will collect examples of the reimbursement model as it is working in other BOCES AUs in Colorado. These examples will be presented and discussed at a meeting with the SE BOCES Executive Director, SE BOCES Gifted Education Director, GERC, and GEM team member in July 2025. The AU will submit the FY25 Expended Budget Report accurately and in full alignment with the new reimbursement method by the CDE submission deadline, demonstrating successful implementation of the revised budgeting approach. These action steps will help the AU meet the overall budget goal on our CPP of improved consistency and timeliness in reporting use of 3150 funds throughout the SE BOCES AU.

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. SE BOCES Executive Director, SE BOCES Gifted Education Director, SE BOCES district/school administrators and business managers
2. SE BOCES district/school administrators and business managers
3. SE BOCES Executive Director, SE BOCES Gifted Education Director, GERC, GEM team member, other BOCES AUs, SE BOCES business manager, SE BOCES school/district administrators and business managers
4. CDE ESSU Gifted Education budget review team

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

Success of this proposed action (moving to a reimbursement model for gifted education 3150 funds expenditures) will be dependent on adoption and implementation by the SE BOCES Executive Director, Gifted Education Director, SE BOCES business manager, and district/school administrators and business managers. Success will also be determined through successful completion and submission of the expended budget report by the deadline each year.

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?

SE BOCES AU has made a goal (see Strategy#1 above) of creating strong systems within our gifted education program. Having a more transparent budget system by utilizing a reimbursement model will be one of those strong systems that will translate to an improved AU gifted education program over time.

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

Becky Roesch