

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 Gifted Education Monitoring (GEM) is scheduled for this year. It is anticipated from feedback surveys and discussions with district level Gifted Coordinators, students, teachers, parents and school administrators that there is the need to improve the chain of ALP goal creation, communication and collaborative implementation in a more timely, transparent and effective process to better support gifted student goal progress monitoring, which will be evaluated more in-depth during this year's GEM.

Determine the student performance priority this program element will address.

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

Priority for growth in gifted student ALP goal progress monitoring completion as evaluated through our GEM process evaluation.

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

Target 1: Ensure Comprehensive and Timely Preparation for GEM Visit

Action Step 1.1: (by October 1)

- Establish internal GEM calendar and Google Calendar task reminders based on CDE's timeline:
- Finalizing preferred visit dates in May-June.
 - Submitting Revised CPP and Self-Evaluation.
 - Preparing final documents and schedules.

Action Step 1.2:

Coordinate internal teams to prepare documentation and site readiness:

- Gather and update documents for the digital review (CPP, GT Handbook, Website, UIP, Budget, etc.)
- Collaborate with school leaders to organize and confirm site visits and listening sessions at all three school levels (elementary, middle, and high).

Target 2: Facilitate Active and Reflective Engagement During and After GEM Monitoring.

Action Step 2.1: (8 weeks before GEM Site visit)

Lead AU participation in pre-visit calls and site visit planning:

- Confirm site visit logistics and participation.
- Collaborate with GEM Lead on identifying 2–4 self-evaluation focus areas.
- Ensure that feedback loops from pre-visit calls inform final visit prep.

Action Step 2.2:

Oversee post-visit response and implementation:

- Review Monitoring and Compliance Reports.
- Coordinate re-submission of the revised CPP within the 6-week post-visit window.
- Guide stakeholders in translating feedback into action and professional learning planning.

Explain how meeting this target will improve gifted student performance.

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

By organizing timelines, submitting quality identification, programming and ALP data, documentation, and coordinating site visits, our team ensures the GEM process is thorough and effective. This preparation allows for targeted feedback from data provided to CDE that helps us strengthen our gifted programming. As a result, our team can make data-informed improvements that directly impact the quality of services for gifted students—supporting their academic growth, engagement, and emotional well-being.

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):**

1. Responsible Persons: District Gifted Coordinators - Jaceson Cole, Ouray; Ashley Sutherland, Norwood; Courtney Price, Telluride; Sara Bray, West End; Christy Sabo and Maggie Guscott, Ridgway.
2. Accountable Person: Gin Randolph, UnBOCES Gifted Coordinator
3. Consulted Person: Michelle Barkemeyer, GERC
4. Informed Person: Tammy Johnson, UnBOCES Executive Director

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

Measures of Success:

- Timely Submission of Materials: All required documentation (CPP, QPAR, GT Handbook, etc.) is submitted by CDE deadlines.

-Completion of Visit Logistics: Site visits and listening sessions are scheduled across school levels and confirmed on time.

-Document Quality: Positive feedback from the GEM Team on the clarity, completeness, and alignment of submitted materials.

-Implementation of Feedback: CPP revisions are submitted post-visit with clear alignment to GEM recommendations.

-Education Partners Engagement: Increased participation from staff, students and families in listening sessions or follow-up actions.

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?

By embedding GEM Goals into District Planning Tools, the following can be convergent with other priorities within the districts of the BOCES:

- Equity and Access for identification and programming.
- Multi-Tiered Systems of Support (MTSS).
- Professional Development.
- Unified Improvement Planning (UIP).
- College & Career/Advanced Learning Pathways.
- Differentiation Across Departments.

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

Gin Randolph