AU: Larimer R-3, Estes Park R-3 - 35030

Gifted Annual Plan

School Year 26-27

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.

No Content

Program Element - 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.

Based on findings from the 2025–2026 Gifted Education Monitoring (GEM) process, the district identified a need to strengthen building-level implementation of gifted programming.
To address this need, the district will implement the Continuous Improvement strategy identified through the Gifted Education Monitoring (GEM) process by establishing Gifted Site Leads in each building. National standards highlight the need for qualified personnel and coordinated services at the building level to ensure effective implementation of gifted programming (NAGC, 2019). By designating trained staff at each site, the district can increase consistency, improve communication with families, and ensure ALPs are meaningful, living documents rather than compliance artifacts.
Additionally, this structure allows the Gifted Director of Record (currently at 0.5 FTE) to focus on system-level priorities such as program articulation, equitable identification practices, and compliance with state requirements. Strengthening identification systems is particularly critical to ensure equitable access across underrepresented populations and across all fourteen identification areas defined by Colorado.

Determine the student performance priority this program element will address.

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

This program element addresses the priority of ensuring that differentiation and gifted programming effectively meet student needs so that identified gifted and high-potential students demonstrate continuous academic and affective growth toward their potential.
The district has established a strong foundation in gifted programming, with Advanced Learning Plans (ALPs) developed and implemented for 100% of identified gifted students across all buildings. This demonstrates a clear commitment to meeting state requirements and supporting individualized student growth.
Building on this foundation, the district has identified an opportunity to enhance the overall effectiveness of ALPs by strengthening the quality of goal development, increasing the consistency and rigor of progress monitoring, and expanding support for teachers in implementing ALP goals within daily instruction.
Student performance data (CMAS and NWEA MAP) indicate that while many gifted students are demonstrating growth, there is variability. Improving the quality and implementation of ALPs will support more consistent, targeted differentiation, leading to stronger and more equitable growth outcomes for gifted and high-potential learners.

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

Spring/Summer 2026:
Determine the structure for Gifted Site Leads (stipend, contract time, or hybrid model)
Fall 2026:
Provide initial training for all Site Leads on ALP development, progress monitoring, and family/teacher support
2026–2027 School Year:
Conduct monthly meetings with Site Leads to provide ongoing professional learning, collaboration, and support
Spring 2027:
Evaluate the effectiveness of the Site Lead role using student data, ALP quality reviews, and partner feedback
Summer 2027:
Refine the role and implementation plan for the 2027–2028 school year, ensuring continuity and sustainability

Explain how meeting this target will improve gifted student performance.

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

Implementation of Gifted Site Leads in each building will result in improved student performance by increasing the quality, consistency, and intentional use of Advanced Learning Plans. With stronger ALPs and consistent progress monitoring, instruction will be better aligned to individual student strengths, needs, and goals.
Desired State:
- Gifted students demonstrate consistent academic growth as measured by CMAS and NWEA MAP growth percentiles
- ALPs are high-quality, actively monitored, and directly inform instruction
- Increased evidence of both academic and affective growth for gifted learners
- More equitable outcomes across student groups due to strengthened identification and programming practices
- Improved teacher capacity to differentiate effectively for gifted and high-potential 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 Director of Record, Superintendent

Accountable Person(s): Gifted Director of Record, Superintendent, Gifted Site Leads
Consulted Person(s): Student Services Director, Gifted Education Regional Coordinator, Director of Business Services
Informed Person(s): all certified staff, administrators

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

Quantitative and qualitative measurements, including progress monitoring along the way, Some measurements can be about completing tasks, but also include measurements that show impact.

Success of this program element will be measured through multiple data sources:
Student Performance Data:
CMAS achievement levels and growth
NWEA MAP growth percentiles
ALP Implementation Data:
Quality and completeness of ALPs
Evidence of progress monitoring and goal attainment
Program Implementation Feedback:
Surveys and feedback from Gifted Site Leads
Feedback from teachers and families
Evaluation of role effectiveness and sustainability

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 work aligns with and supports broader district priorities. It is directly connected to the district's Strategic Plan through the strengthening of a Multi-Tiered System of Supports (MTSS), ensuring that gifted learners receive appropriate levels of challenge and support. Additionally, it advances the district's commitment to equitable access by improving identification practices and ensuring consistent implementation of Advanced Learning Plans. This goal also provides an opportunity for integration with curriculum, instruction, and assessment efforts, ensuring that gifted programming is embedded within core instructional practices rather than functioning as a standalone initiative.

Program Element - Major Improvement Strategy 2 (Optional)

No Content

Program Element - Major Improvement Strategy 3 (Optional)

No Content

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.

No Content

AU Gifted Education Director of Record Name

Rachel Graham

Action Required

No Content