AU: El Paso 8, Fountain - 21040

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.

Procedures for Parent, Family, Student Engagement

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.

Feedback from Fountain-Fort Carson School District 8 school gifted coordinators has indicated an opportunity for growth in the area of procedures for parent, family, and student engagement. Prior to the COVID-19 pandemic, the Fountain-Fort Carson school gifted coordinators in conjunction with the district gifted coordinator collaborated to provide an evening family engagement event. This Gifted 101 family engagement event was delivered once on Fort Carson and once in Fountain in order to better accommodate the needs of our families. The Gifted 101 event provided information for families about identification processes, Colorado areas of identification, social-emotional needs of the gifted, intensities, growth mindset, perfectionism, and more. During and in the immediate years following the pandemic, in-person family engagement events have significantly waned, and we recognize a need to elevate parent, family, and student engagement.
After attending sessions by Andi McNair at the October 2025 CAGT conference and February 2026 Designing for Depth training held in the Pikes Peak region, school gifted coordinators provided feedback about the need to develop more robust gifted onboarding processes for parents, families, and students.

Determine the student performance priority this program element will address.

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

By being more effective in our district parent, family, and student engagement processes, we will be more intentional with helping our students and families understand giftedness, helping our students feel seen and supported, and helping our gifted learners experience productive struggle and appropriately challenging instruction in their area(s) of strength. This will result in greater numbers of students scoring in the Exceeded range of CMAS or in the highest national percentiles of PSAT and SAT. This will also result in greater numbers of students experiencing connection and belonging within their school environments because when students better understand their giftedness and the gifted traits of others, they will experience a greater sense of community.

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

By May 2027, Fountain-Fort Carson School District 8 will have hosted one or more family engagement events providing a minimum of one opportunity for engagement for families from each district school. To achieve this, the following action steps will occur:
In August and September 2026, school gifted coordinators and the district gifted coordinator will collaborate to design a family engagement event. This family engagement event may be delivered in collaboration between schools to provide engagement for families across multiple schools, or the family engagement event may be delivered by a single school to support engagement for their own families. The family engagement events will be delivered in Fall 2026.
By May 2027, Fountain-Fort Carson School District 8 will develop stronger gifted onboarding materials (flyers, webpages, videos, etc.) to better support gifted learners and their families understand giftedness.

Explain how meeting this target will improve gifted student performance.

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

The National Association for Gifted Children (NAGC) Gifted Programming Standards outline best practices in gifted education. The NAGC Gifted Programming Standards highlight the importance of student with gifts and talents, as well as their families, understand their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. By better engaging our families and students with information to help them understand gifted identification procedures, giftedness, and raising/growing up as a gifted learner, our families and students will have greater clarity to navigate the gifted learning journey. Our families and students will better understand how Fountain-Fort Carson School District and its schools will partner with them to provide academic challenge and provide affective understanding and support. When school and family partnerships are strengthened, our schools are better able to program and provide academic challenge for our gifted learners. When our gifted learners are receiving aligned programming resulting in academic challenge, they will be more engaged with school and have better attendance. Aligned programming and better attendance will result in improved academic outcomes for gifted learners.

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. Responsible Persons - School Gifted Personnel and District Gifted Coordinator
2. Accountable Person - District Gifted Coordinator
3. Consulted Persons - Building Administrators
4. Informed Persons - District Student Support Team Members

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.

Fountain-Fort Carson School District 8 will monitor progress by examining the timeline towards the design and implementation of a family engagement event. Fountain-Fort Carson School District 8 will track family attendance at the family engagement event(s) to determine success. Fountain-Fort Carson School District 8 will monitor progress by examining the timeline for development of gifted onboarding resources. Fountain-Fort Carson School District 8 will look at data related to engagement with gifted onboarding materials on the district website to determine success.

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 is convergent with two of Fountain-Fort Carson School District's district effectiveness improvement priorities. It relates to the district improvement priority of reducing chronic absenteeism because stronger family and student engagement will result in families and students having stronger school connections which will in turn result in fewer gifted learners being chronically absent. The development of goals for the gifted annual plan also are convergent with the district effectiveness improvement priority of improving planning systems and processes.

Program Element - 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.

Fountain-Fort Carson School District 8's two high school gifted coordinators provided feedback that they would like to transition back to integrating the ALP with the ICAP. Several years ago, Fountain-Fort Carson School District moved away from integrating the ALP with the ICAP due to inconsistent systems for ICAP development. However, Fountain-Fort Carson School District 8 adopted Schoolinks during the 2025-2026 school year and has recently started an initial rollout of using Schoolinks for the ICAP with 8th graders and some high school students. As a result, high school gifted coordinators would like to align with the larger Fountain-Fort Carson School District 8 timeline for ICAP development and implementation to blend the ALP with the ICAP by the 2027-2028 school year. Feedback from high school gifted coordinators indicates that the blending of the ALP and ICAP will provide more streamlined support for gifted learners by aligning goals and programming with students' high school academic planning and postsecondary planning.

Determine the student performance priority this program element will address.

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

By being more targeted with our high school ALP development, associated programming, and postsecondary planning, we will be more intentional with providing academically challenging instruction for students in their areas of interest and by providing more targeted affective support related to college and career planning. This will result in greater alignment between student coursework and class schedules, extracurricular activities, enrollment in CTE programs, and postsecondary goals. Because of the stronger alignment, we will be more

intentional with helping students develop skills and strategies directly related to their postsecondary goals.

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

Fountain-Fort Carson School District 8 will use the 2026-2027 school year to plan for how to embed the high school ALP with the ICAP, so the ALP will be embedded with the ICAP for 100% of high school students in the 2027-2028 school year. To achieve this goal, the following action steps will occur:
Beginning in May 2026, the district gifted coordinator will begin participating on the district Big Three Task-Force. Developing collective awareness for how the ICAP is the anchor for work focused on the Big Three and Pathways is at the heart of this taskforce. Collaboration with the Big Three Task-Force will help ensure alignment between the ALP and ICAP. Beginning in August 2026, the district gifted coordinator will collaborate with high school gifted coordinators to review guidance around blending the ALP with the ICAP. Throughout the fall and spring semesters, the district gifted coordinator will regularly collaborate with high school gifted coordinators to plan for how the ALP can be blended with the ICAP using the new Schoolinks system. By May 2027, Fountain-Fort Carson School District 8 will have a system in place to be able to embed the ALP with the ICAP within Schoolinks for full integration during the 2027-2028 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?

When we streamline our systems related to the ALP and ICAP, our high school students will experience more meaningful academic and affective programming directly related to their postsecondary plans. As a result, our high school students will find more meaning in their ALP as it directly relates to their current academic and extracurricular planning, as well as postsecondary planning. By focusing on students' interests and postsecondary plans, we can support our high school students by ensuring aligned scheduling which will then help our students to be more successful engaging in and with the classroom environment. When students are more successful in the classroom environment, then they will experience improved academic outcomes.

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 - High School Gifted Personnel
2. Accountable Person - District Gifted Coordinator
3. Consulted Persons - High School Administrators, Big Three Task-Force Members
4. Informed Persons - District Student Support Team Members

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.

Attendance and collaboration at Big Three Task-Force meetings and collaborative conversations between the district gifted coordinator and high school gifted coordinators will be used to monitor progress. Creation of a plan with the specific questions, items, and requirements for embedding the high school ALP within the ICAP

will be the measure used to determine success.

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 is convergent with two of Fountain-Fort Carson School District's district effectiveness improvement priorities. It relates to the district improvement priority of expanding postsecondary workforce readiness initiatives and creating systems to ensure equal access for every student. Fountain-Fort Carson School District is working to strengthen district-wide student planning and advising by aligning the ICAP platform to provide consistent processes and practical tools for leaders and counselors to track student goals, coursework, and postsecondary readiness. Embedding the ALP within the ICAP will further strengthen the processes for tracking student goals, coursework, and postsecondary readiness for gifted learners. The development of goals for the gifted annual plan is also convergent with the district effectiveness improvement priority of improving planning systems and processes.

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

Lisa Rogers

Action Required

No Content