AU: Gunnison - 26011

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 our last GEM - Monitoring and compliance report, our ALP Procedures and Responsibilities is still an emerging practice at middle school and high school levels. With new members of our Gifted and Talented Staff, it is important that we focus on this area to ensure gifted students are getting updated ALPs every year. ALP Procedures and Responsibilites are compliant at elementary sites, but are partially compliant at other sites. This is due to lack of personnel, staffing changes, lack of staff training and scheduling differences between sites.
Current practice:
At elementary sites, the Gifted and Talented teacher is responsible for ALP procedures and responsibilities.
At middle school sites, the Gifted Education Teacher from the elementary site (Gunnison) is responsible for attempting to complete the ALP procedures and responsibilities, but this person cannot be responsible for all of the ALP procedures and responsibilities. The Gifted Education Teacher at the site (0.5 FTE Crested Butte) is responsible for ALP procedures and responsibilities.
At the high school sites, the Assistant Principal (Gunnison) is responsible for ALP procedures and responsibilities. Currently, the Secondary Gifted Education Teacher (0.5 FTE Crested Butte) is responsible for attempting to complete the ALP procedures and responsibilities, but this person cannot be responsible for all of the ALP procedures and responsibilities.

Determine the student performance priority this program element will address.

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

Every school year, every gifted student will have an ALP that includes academic and affective goals that are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming. With these supports in place, identified gifted students will continue to show growth in academic and affective areas.

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

Provide professional development on basic gifted education topics to all staff members at each site and provide training to designated individuals to manage gifted caseload, which includes the following: write and monitor ALPs, communicate with students, families and teachers, support programming opportunities for students and manage the cumulative file system for ALPs. (Fall 2026)
Create an accountability system through the district with designated staff to ensure ALP procedures and responsibilities are being followed for every gifted student at every site. (by end of 2026-2027 school year)
Have a sustainable plan in place for ALP procedures and responsibilities at all levels by the next GEM visit (2026-2027 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?

Providing professional development on basic gifted education topics to all staff members at each site and providing training to designated individuals at each site to follow consistent ALP procedures and responsibilities will ensure full compliance through consistent development of meaningful ALPs, consistent communication with all stakeholders and improvement in monitoring gifted students' needs at all levels and all sites. This, in turn, will result in overall improved student performance in both academic and affective areas.
Every school year, every gifted student will have an ALP that includes academic and affective goals that are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming. With these supports in place, identified gifted students will continue to show growth in academic and affective areas.

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): Megan Wells, Director of Special Services; Kim Herman, Gifted and Talented Teacher & Gifted Education District Coordinator
Accountable Person(s): Megan Wells, Director of Special Services; Kim Herman, Gifted and Talented Teacher & Gifted Education District Coordinator
Consulted Person(s): Michelle Barkemeyer, Gifted Education Regional Consultant
Informed Person(s): GWSD Principals and GWSD Superintendent

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 will be measured by successful training of staff and compliance of ALP procedures and responsibilities at all levels and all sites every year.
Every gifted student will have an ALP that includes academic and affective goals that are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming.
Gifted students will show growth in academic and affective areas.

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 GWSD district priorities include academics, social-emotional learning and English language development for our culturally and Linguistically Diverse students. Our ALPs include academic and affective needs goals that are individualized and monitored for all students with a current ALP, which aligns with our district priorities.
the other goal area is to support the needs of under-represented populations, including our English Language Learners. This should include improving our process for identifying students from under-represented populations. By providing specific professional development on gifted topics to staff members at all sites, we can improve our identification process and, as a result, improve our ALP procedures and responsibilities for ALL gifted learners.

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.

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AU Gifted Education Director of Record Name

Megan Wells (Director of Special Services) & Emily Kowal (current Director of Record)

Action Required

No Content