AU: Jefferson R-1, Lakewood - 30011

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.

Identification Procedures

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.

The Jeffco GT department utilizes the Colorado guidelines for gifted identification. We have multiple folks (around 15) who work on identification around the district, however, and there are some areas where everything has not always been aligned. Our goal is to work with our team to create alignment for identification practices and then to ensure that we continue to be aligned moving forward. This should increase equity, fairness, and transparency in our district.

Determine the student performance priority this program element will address.

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

The student performance priority is alignment of gifted identification throughout the district.

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

February 1, 2026: Start team sessions focusing on alignment of identification. Reach out to GT folks from CDE when we have clarifying questions. (This has started).
By August 15, 2026: Finalize our aligned plan and ensure that all team members are familiar with and will

support it. Check in with team regularly by bringing questionable ID cases for us to talk through together.
By December 21, 2026: Progress monitor our efforts and make any adjustments that are needed for the rest of the year.
By April 1, 2027: Examine and analyze data from last year to assess the effectiveness of our alignment efforts.

Explain how meeting this target will improve gifted student performance.

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

A student's identification as gifted should not be determined by what school they attend or which GT team member reviews their data. Aligning our efforts as a team will help ensure equity and transparency and will improve gifted student performance (by ensuring that we are all doing the same identification work) around our district.

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: Allen Golden (Director) and Deryck Ramey (Assistant Director)
2. Accountable: All members of our team.
3. Consulted: CDE and other districts.
4. Informed: Jeffco schools, including administration and staff.

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.

We will assess our success throughout the year by doing case studies together. This should assess our alignment.
We will also do a team survey in the Spring to collect their thoughts on the effectiveness of this process.

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 and fits in well with the three Jeffco Thrives values of Equity, Integrity, and Focus on Students.

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

Allen Golden

Action Required

No Content