AU: Moffat Re 1, Craig - 41010

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.

Personnel

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.

Increasing our gifted education staffing will supprt the goals created in Moffat County School Districts Strategic Plan including supporting a Safe, Supportive and Collaborative Culture, Effective Teaching Practices, Guaranteed and Viable Curriculum. This change will also support our districts goal of implement recursive processes that are focused
on continuous improvement
in curriculum, instruction
and assessment practices.
Increasing our staffing will allow for more support of student ALP(Advanced Learning Plan) development, and differentiated instructional support.

Determine the student performance priority this program element will address.

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

In previous school years, Moffat County employed a .5FTE Gifted Education Teacher. Included in their job is developing and implementing ALP plans, supporting teachers with differentiation and curriculum, and providing professional development to teachers in our district. Moffat County has 80+ students currently on

ALP plans.
Moffat County School District will utilize a 1.0 FTE (Full-Time Equivalent) Gifted Education Teacher for the 2026-2027 school year to manage program compliance, student ALP (Advanced Learning Plan) development, and differentiated instructional support.

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

Moffat County School District will hire a 1.0 FTE (Full-Time Equivalent) Gifted Education Teacher for the 2026-2027.
We will monitor ALP Goal Attainment: The percentage of gifted students who successfully meet the academic and affective goals outlined in their Advanced Learning Plans (ALPs).
Participation Rates: Tracking increases in enrollment for advanced coursework, concurrent enrollment, or enrichment electives among the gifted population.
Gifted team will meet twice monthly and collect data on program goals in December and May.

Explain how meeting this target will improve gifted student performance.

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

This change in staffing supports our district's identification processes, increases instructional minutes for gifted learners, and enhances professional development for general education staff.

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):**

Breanna Ford, Gifted Director
Lexi Caudell, Gifted Education Teacher

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.

ALP Goal Attainment: The percentage of gifted students who successfully meet the academic and affective goals outlined in their Advanced Learning Plans (ALPs).
Participation Rates: Tracking increases in enrollment for advanced coursework, concurrent enrollment, or enrichment electives among the gifted population.

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 plan is in alignment with District priorities.

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

Breanna Ford

Action Required

No Content