AU: Northwest Colorado BOCS - 64123

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.

Programming

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.

Our 2025–26 Annual Plan focused on gifted programming and examined the services and supports currently provided to students within each school setting.
To gather this information, the Director met individually with each district two to three times during the school year. These conversations included review of the following:
When students are screened, including grade levels and assessments used
whether instruction in thinking skills and creativity is provided
How and when programming is delivered
whether coordinators have time to support teachers with ALP goals and progress monitoring
How teachers are supported in meeting the daily needs of gifted students
How the gifted coordinator serves as a resource for classroom teachers and
whether the MTSS or RTI process includes discussion of gifted students
What additional opportunities are available for identified students during and beyond the school day
This information was compiled into both individual district documents and a NW BOCES summary document. It was then shared back with districts both individually and in a group setting.

Determine the student performance priority this program element will address.

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

Districts have taken a deep dive into their current gifted programming. During the 2026–27 school year, we will focus on providing targeted support and resources to strengthen student programming across districts.
This work may include professional development and other programming-focused resources. Districts have expressed a desire for increased district-level professional development to build capacity and awareness at the school and classroom levels.
The BOCES Gifted Education Director will collaborate with district leadership to determine the most effective approach for each district, taking into account constraints such as time, funding, and local priorities.
Additional strategies to build capacity and resources may include:
Newsletters with practical, easy-to-implement programming strategies
Expanded information on district and BOCES websites
Use of AI tools to share and curate instructional resources
Implementation of programs such as Beast Academy, Genius Hour, Project EAGLE, Renzulli-based programming,
infusion classes and enrichment opportunities
External and internal presenters providing gifted ed PD
Presentations during back-to-school professional development days or staff meetings
These efforts are intended to increase educator capacity and enhance programming for gifted learners across all districts.

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

The Director, district staff, and administration will collaborate in spring 2026 to plan how professional development (PD) opportunities can be integrated within each district.
In fall 2026, the Director will meet with district staff to finalize PD plans for the 2026–27 school year and to identify additional strategies to increase awareness and understanding of gifted programming. This will include exploring how to better communicate with parents and students to ensure programming is meaningful and effective.
The goals for the 2026–27 school year include:
Provide at least one PD opportunity for each district, either at the school level or district-wide
Expand awareness of gifted student needs through written and virtual resources
Strengthen communication with families regarding their child's programming and services
Ensure gifted students are intentionally included in each district's MTSS process
Review and monitor ALP goals 2-3 times per year with teachers, parents, students, and other appropriate staff to ensure alignment between programming and student needs
These efforts are designed to strengthen programming, improve communication, and ensure consistent support for gifted learners across all districts.

Explain how meeting this target will improve gifted student performance.

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

Through this work, students will receive more targeted, effective, and consistent programming across a continuum of supports. Teachers will have greater clarity on how to meet the needs of gifted learners and will be better equipped to deliver appropriate instruction and programming.
Families will also benefit from clearer communication and a stronger understanding of their child's programming and how it is delivered.
Student data will be reviewed two to three times per year to monitor growth and ensure that programming and ALP goals are aligned. This ongoing review process will help document progress and support continuous improvement in services for gifted 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):**

1. AU Gifted Education Director
2. District level gifted education staff and administration
3. GERC. classroom teachers and other relevant district staff.
4. Parents and students

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.

The success of this programming implementation will be measured by increased consistency and targeted supports that better meet student needs. This will be reflected in stronger alignment between programming and ALP goals, leading to improved student growth and achievement.
Progress will be monitored through:
Regular review and progress monitoring of ALP goals
Improved communication and shared understanding of student needs
Ongoing analysis of student data from state and local assessments
These measures will ensure that programming remains responsive, aligned, and effective in supporting gifted learners.

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?

As the Administrative Unit, NW BOCES will actively engage both BOCES and district staff in advancing optimal programming for gifted students. This collaborative work is grounded in the BOCES mission:
NW BOCES fosters student and educator growth by investing in responsive special and gifted education and professional learning programming, utilizing the collective strengths of the BOCES and our district partners.
This programming work directly supports and advances that mission by strengthening educator capacity, improving instructional practices, and ensuring that gifted students receive meaningful, aligned, and high-quality services across all member districts.

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

Jane Toothaker

Action Required

No Content