AU: Southeastern BOCES - 64193

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.

The Annual Plan for SE BOCES for SY 2025-2026 reflected a strong commitment to improving our ALP process by establishing a Master List system for recording, tracking, and updating gifted student ALPs. This Master List system was implemented to much success, giving us a firm foundation for continuing this system. This system has and will continue to aid in gifted student identification audits (both local and state-level October Count), contact information, ALP audits for content, and facilitate progress monitoring. The Master List has and will continue to facilitate the creation of a data bank of example ALP goals and programming strategies implemented by member districts, which is an ongoing goal of our AU's Comprehensive Program Plan.

Determine the student performance priority this program element will address.

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

The Master List will continue to increase visibility of gifted student ALPs and therefore facilitate in monitoring and assessment of ALP goal attainment (progress monitoring). ALPs and ALP monitoring also provide means of communication to the various educational partners to increase awareness and buy-in, which will bolster student achievement and growth.

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

Each school/district gifted coordinator within the SE BOCES currently has access to their district's Master List sheet. A workshop for gifted coordinators will be held before August 10, 2026, to facilitate roll-over of existing Master List (2025-2026) to a new Master List for SY 2026-2027. Any new gifted coordinators will be trained on the Master List system and receive access to their district's Master List at that workshop. New identifications and/or updates to existing gifted student information will be entered into the Master List(s) by September 30, 2026, and shared with the AU Gifted Education Director. This will facilitate accurate gifted student data for the October Count 2026. ALP goals and programming options will be copied (without PII) to a shared data bank available to school/district gifted coordinators by December 1, 2026.

Explain how meeting this target will improve gifted student performance.

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

Creation and extension of a shared Master List will facilitate the communication of ALP goals as students transfer between buildings/grade levels within a district or to a different school district, aiding in the portability of identification and also evidence of student performance toward ALP goal achievement. This will help eliminate lost time in re-identification or updating ALP goals. Either and/or both of these benefits will improve gifted student performance.

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, school/district gifted coordinators
2. AU Gifted Education Director and school/district gifted coordinators
3. AU School/District Administrators and AU Executive Director
4. all AU gifted program educational partners

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.

After conducting the Master List and ALP workshops in August and September 2026, the AU Gifted Education Director will conduct an internal audit of each district's Master List by October 15, 2026. Data bank of example ALP goals and programming options will be shared by the AU Gifted Education Director to school/district gifted coordinators by Dec. 15, 2026.

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?

Ongoing utilization of the Master List system will facilitate the communication of ALP goals as students

transfer between buildings/grade levels within a district or to a different school district, aiding in the portability of identification and also evidence of student performance toward ALP goal achievement. This will help eliminate lost time in re-identification or updating ALP goals. Either and/or both of these benefits will improve gifted student performance, which is a goal of our Comprehensive Program Plan.

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.

Since SY 2024-2025, Advanced Learning Plan Content has been a major improvement strategy for our AU. Our goal for SY 2025-2026 was to have ALPs for each identified student in place and available through the Master List system by September 30, 2025. We were able to complete this goal at a 90% rate by that date. Therefore, continuing this effort of updating existing ALPs and creating ALPs for newly identified gifted students is still a priority goal in our AU. The AU Gifted Education Director will provide workshops and individual assistance in writing ALPs during August and September 2026 and will conduct an internal audit before October 15, 2026, to determine ALP completion. Progress monitoring of student goals will be conducted in the spring of 2027, or sooner if indicated on the individual ALP. Special attention will be given to collaborating efforts between the student, teachers, parents, gifted coordinators, and other involved educational partners in creating ALP goals that are more reflective of student interests and/or career goals and that provide a means of boosting student growth, in both achievement and affective areas.

Determine the student performance priority this program element will address.

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

The purpose of the gifted student ALP is to set rigorous goals and to help track student progress through those goals. Having a quality ALP for each gifted students will facilitate progress monitoring and re-evaluation of students goals to be more conducive to higher achievement and growth for our gifted students.

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

The AU Gifted Education Director will provide an ALP workshop before August 10, 2026, with individual ALP writing assistance available for school/district gifted coordinators throughout August and September 2026; all ALPs are due to be in place and accessible through the Master List system by September 30, 2026. The AU Gifted Education Director will conduct an internal audit before October 15, 2026. Each school/district gifted education coordinator has access to an ALP template which can easily be copied and completed for each district's gifted students. District gifted coordinators will also update the Master List sheet with updated and/or new ALP information by September 30, 2026. Progress monitoring of student goal achievement will be conducted in the spring of 2027, or sooner if indicated on the individual ALP.

Explain how meeting this target will improve gifted student performance.

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

An ALP records goals and tracks progress toward those goals for each identified gifted student. Without an ALP, there is no clear means of monitoring progress towards goals or even analyzing gifted student achievement and growth. The ALP also records student interests, passions, and/or career goals, which should be the basis of the ALP's goals. The ALP not only provides this direction for student achievement and growth (including affective areas), but also provides a means of communication to the various educational partners

(student, teacher/s, parents, administrators, etc.) to increase awareness and improve buy-in, which will bolster gifted student achievement and growth.

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 eachIdentify who is responsible for implementing this years actions steps and the roles/decision making authority of each:

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

1. AU Gifted Education Director and school/district gifted coordinators
2. AU Gifted Education Director and school/district gifted coordinators
3. AU Gifted Education Director and school/district gifted coordinators
4. teachers, identified gifted students and their parents, partners identified as supporting the student's ALP goals
5. school/district administrators, community educational partners

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.

After conducting ALP workshops in August and September 2026, the AU Gifted Education Director will conduct an internal audit of complete ALPs before October 15, 2026. Schools/districts with all ALPs completed will be recognized at the December 2026 SAC and PPL meetings.

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 11 member districts of SE BOCES AU always have student achievement as a priority. Increasing student achievement for identified gifted students supported with complete, quality ALPs will help facilitate increased growth and achievement for this segment of our student population.

Program Element - Major Improvement Strategy 3 (Optional)

Budget

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.

In our 2024 GEM, the review team recommended to SE BOCES leadership that we consider moving to a "reimbursement of gifted funds" model for each member district. This model is widely used across many BOCES throughout Colorado, and in SE BOCES by one individual district that has multiple schools. This model holds member districts accountable for adhering to requirement of ECEA Rule, such as following guidelines for UIPs, ALPs, Personnel, etc., before receiving funding, ensuring that gifted funds are used specifically to support gifted programs at the local level. This was Major Improvement Strategy 3 for SE

BOCES during SY2025-2026, in which our goal was to investigate sample re-imbursement models currently being used in BOCES across the state and to discuss possible implementation for SE BOCES AU.

Determine the student performance priority this program element will address.

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

Changing our gifted funding budget method will allow for better use of these specific funds for supporting gifted education program goals, which will, in turn, better support student performance toward their individual ALP goals. This program element is designed to address student performance priorities by aligning gifted education funding with targeted support for individual ALP goals. By refining our gifted funding budget method, we can more effectively and efficiently allocate resources to programming and services that directly impact student growth, ensuring improved outcomes aligned with each gifted learner's identified needs and performance goals.

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

The AU Gifted Education Director, AU Executive Director, and AU Business Manager will meet to further discuss the benefits and feasibility of transitioning to a re-imbursement model for gifted funds (3150). Examples of how this works in other BOCES AUs and at the local school district where it is already utilized for dispersing gifted funds will be reviewed, and a plan will be set for approval of the new budget method by the SE BOCES SAC and SE BOCES Board. As a measurable goal, the AU will submit the FY 2026 Expended Budget Report accurately by the CDE submission deadline, demonstrating successful implementation of the revised budgeting/re-imbursement approach.

Describe the specific action step(s) (activities, strategies) the AU will take this year to meet the overall goal described in the CPP.

The AU Gifted Education Director will continue to seek and collect examples of the reimbursement models being utilized in other AUs. These examples, along with the example from our local district, will be presented and discussed further at a meeting with the Gifted Education Director, AU Executive Director, and the AU Business Manager before August 2026. The Gifted Education Director will present a pilot re-imbursement system to the school/district gifted coordinators at the ALP workshop to be held in early August. Utilization of the pilot system will take place during the 2026-2027 school year in order to determine effectiveness and efficiency of the new re-imbursement system. The new system will be refined following implementation, with the intention of using the new system to facilitate the accurate and timely completion of the Budget Report for FY 2026. These action steps will help help the AU meet the overall budget goal on our CPP of improved consistency and timeliness in reporting use of 3150 funds throughout the SE BOCES AU.

Explain how meeting this target will improve gifted student performance?

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

This target will allow SE BOCES schools/districts to address student performance priorities by aligning gifted education funding with targeted support for individual ALP goals. By refining our gifted funding budget method, we can more effectively allocate resources to programming and services that directly impact student growth, ensuring improved outcomes aligned with each gifted learner's identified needs and performance goals.

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. SE BOCES Executive Director, SE BOCES Business Manager, SE BOCES Gifted Education Director, SE BOCES school/district administrators and business managers, SE BOCES school/district gifted coordinators
2. SE BOCES school/district administrators and business managers
3. SE BOCES Executive Director, SE BOCES Business Manager, SE BOCES school/district administrators and business managers, SE BOCES school/district gifted coordinators
4. CDE ESSU Gifted Education budget review team

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 of this proposed action (moving to a re-imbursement model for gifted education 3150 funds expenditures) will be dependent on adoption and implementation by the SE BOCES Executive Director, Gifted Education Director, SE BOCES Business Manager, SE BOCES SAC and Board, and school/district administrators and business managers. This action would represent a tremendous shift in a long-standing method (flow-through) of disbursement of gifted funds. Our efforts during SY 2025-2026 did not result in pursuing the reimbursement method during that school year. For SY 2026-2027, success of this proposed action will be measured by the implementation of a pilot reimbursement system beginning August 2026, utilization of the pilot system for disbursement of gifted funds throughout SY 2026-2027, and successful completion and submission of the expended budget report by the deadline for FY 2026.

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?

SE BOCES AU has made a goal (see Strategy 1 above) of creating strong systems within our gifted education program. Having a more transparent budget system by utilizing a re-imbursement model will be one of those strong systems that will translate to an improved AU gifted education program over time.

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

Becky Roesch

Action Required

No Content