AU: Uncompahgre BOCES - 64200

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.

Summary of Findings through GEM, April 2026 Cohort 1
7.1d. ALP Procedures and Responsibilities 12.02(2)(g)(i) Compliance Status
Partial
7.1e. ALP Procedures and Responsibilities 12.02(2)(g)(i) Summary of Findings by GEM
ALPs are in place across districts, but they are not always updated or used consistently. Families and students shared a need for clearer communication about goals, learning opportunities, progress monitoring, and affective goals.

Determine the student performance priority this program element will address.

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

7.1e. ALP Procedures and Responsibilities 12.02(2)(g)(i) Summary of Findings by GEM
ALPs are in place across districts, but they are not always updated or used consistently. Families and students shared a need for clearer communication about goals, learning opportunities, progress monitoring, and affective goals.

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

The UnBOCES districts and their gifted coordinators will work together with the UnBOCES Gifted Coordinator to establish and implement new timeline targets for ALP meetings and regular calendar updates of ALP goal progress monitoring for both academic and affective goals. The new timeline target dates will be:
August 15th - UnBOCES Gifted Coordinator and all UnBOCES District Coordinators meet to review and edit timeline target dates for the current school year.
August 31st - Contact all identified students, parents, and teachers to prepare them for upcoming ALP development.
September 30th - All ALPs written with parent, student, gifted coordinator, and mentor input. Mentors assigned for progress support and monitoring. Progress monitoring timeline communicated to all. Shared tracker spreadsheet updated to reflect completion.
October 31st - All ALPs progress monitoring updated for 1st quarter by students and mentors and sent to students and parents. Shared tracker spreadsheet updated to reflect completion.
January 15th - All ALPs progress monitoring updated for 2nd quarter by students and mentors and sent to students and parents. Shared tracker spreadsheet updated to reflect completion.
March 31st - All ALPs progress monitoring updated for 3rd quarter by students and mentors and sent to students and parents. Shared tracker spreadsheet updated to reflect completion.
June 15th - All ALPs progress monitoring updated for 4th quarter by students and mentors and sent to students and parents. Shared tracker spreadsheet updated to reflect completion. UnBOCES Coordinator collects data from tracker.

Explain how meeting this target will improve gifted student performance.

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

Student performance will be measured by percent of ALP goal attainment based on the new progress monitoring process. The goal is that by June 15, 2026, UnBOCES ALP goals will show a goal attainment rate of 80% as evidenced by the end of year progress monitoring in the ALP documents.

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 Persons:
District Gifted Coordinators:
Norwood -
Shelley Donnellon
Makayla Gordon
Ouray -
Rhonda Jack
Ridgway -
Christy Sabo
Maggie Guscott
Nancy Madsen
Telluride -
Courtney Price

West End -
Sara Bray
2. Accountable Person:
Gin Randolph, UnBOCES Gifted Coordinator
3. Consulted Persons:
Michelle Barkemeyer, GERC
4. Informed Persons:
Brittany Picard, UnBOCES Director

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.

Quantitative measurements:
Percent of ALPs completed on the timeline
Percent of ALPs progress monitored and sent to students and parents on the timeline by each target date on a shared spreadsheet.
Qualitative measurements:
Review of ALPs by UnBOCES Gifted Coordinator with descriptions
Survey results from stakeholders about the ALP process compared to the GEM monitoring surveys or previous year surveys.

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 with all district priorities within the Uncompahgre BOCES:
Norwood - The mission of the Norwood Public Schools is to foster success in all by educating students in a safe and respectful environment.
Ouray - We attract high quality staff and specialize in educating the whole learner.
Ridgway - At Ridgway School District, we work together to provide a safe, inclusive, and respectful learning community and authentically connect our curriculum to a changing world.
Telluride - The Telluride School District will support all students striving for their highest potential through quality academics while addressing individual needs within a safe and healthy community.
West End - The mission of the WEPS District is to provide a positive, safe and respectful environment for students and staff by building partnerships between home, school and community to promote self-discipline and to create caring, confident, life-long learners.
Increasing the relevance of ALPs by regular timeline target attainment of progress monitoring and regular communication and involvement of mentors and stakeholders will increase the alignment with these district priorities.

Program Element - Major Improvement Strategy 2 (Optional)

Procedures for Parent, Family, Student Engagement

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.

GEM April 2026 Cohort 1 Summary of related findings: 1f. CDE Recommendations for Procedures for Parent,

Family, and Student Engagement 12.02(2)(a)
The Gifted Education Monitoring (GEM) Team recommends UnBOCES consider the following:
-Consistency & Access
Ensure all district websites are aligned with the UnBOCES Gifted Education page so families and staff have access to clear, consistent information about identification and programming.

Determine the student performance priority this program element will address.

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

The Spring 2026 student survey across the 5 districts of the UnBOCES showed that 67% of students feel accepted and supported as gifted — but 33% don't.
Students who feel unsupported often cite lack of communication as a factor: they don't hear about opportunities, they aren't checked in on.
Conversely, students who feel most supported describe regular, personal communication with someone who knows them, asks about their progress, and connects them to opportunities.

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

Annually, all district websites will be updated to match the UnBOCES website Gifted webpage by August 15th each school year.
Action Steps:
1) July 15th - UnBOCES Gifted Coordinator reaches out to district I.T. personnel for website access and update procedures.
2)August 1-15th - UnBOCES Gifted Coordinator will work with those personnel and district gifted coordinators to update information and contact information.

Explain how meeting this target will improve gifted student performance.

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

Since students who feel most supported describe regular communication and connections to opportunities, the updated website information access will give students more ownership in accessing opportunities, programming and local personal contacts.
The desired state of student performance is that 80% of students will reach their ALP goals through more regular communication.

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

1. Responsible Persons:
UnBOCES Gifted Coordinator - Gin Randolph
2. Accountable Person:
Gin Randolph, UnBOCES Gifted Coordinator
3. Consulted Persons:

District Gifted Coordinators
Norwood -
Shelley Donnellon
Makayla Gordon
Ouray -
Rhonda Jack
Ridgway -
Christy Sabo
Maggie Guscott
Nancy Madsen
Telluride -
Courtney Price
West End -
Sara Bray
4. Informed Persons:
Brittany Picard, UnBOCES Director

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.

Qualitative:
1) Shared website updates tracking spreadsheet with the UnBOCES Gifted Coordinator, each I.T. personnel, at each district and each gifted coordinator to track target date timelines of action steps.
2) Annual Survey of students, parents, teachers to track their perceptions of progress towards completion of ALP academic and affective goals and communication effectiveness.
Quantitative:
1) Annual Survey of students, parents, teachers to track % progress towards ALP completion goal.
2) Shared ALP progress monitoring tracking spreadsheet and ALP goal completion data of % completion of goals.

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 with all district priorities within the Uncompahgre BOCES:
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Telluride - The Telluride School District will support all students striving for their highest potential through quality academics while addressing individual needs within a safe and healthy community.
West End - The mission of the WEPS District is to provide a positive, safe and respectful environment for students and staff by building partnerships between home, school and community to promote self-discipline and to create caring, confident, life-long learners.
All districts are currently updating their websites, with many of them launching new website platforms in the past two years. Updating their district gifted information page will align with these priorities. Increasing student engagement in ALP-supported learning through regular communication and involvement of mentors and stakeholders will increase the alignment with these district missions and priorities.

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

Gin Randolph

Action Required

No Content