AU: Ute Pass BOCES - 64205

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.

Ute Pass BOCES seeks to strengthen support for and ensure consistency of gifted education systems across its two constituent districts: Woodland Park School District and Cripple Creek/Victor School District. To achieve this, we will standardize and sustain key elements including identification protocols, Advanced Learning Plans (ALPs), transition meetings, onboarding procedures, associated documents, and provide regular training for staff.
A robust body of evidence (BOE) must support all gifted identifications. Students should have an active voice in developing their ALP goals. Currently, Cripple Creek/Victor uses a self-created, fillable Word document for ALPs because of its small size and lack of a platform, while Woodland Park has implemented an ALP within Infinite Campus. Although the platforms differ, both districts must include all required ALP elements and meet the same quality standards.
Beyond identification BOE and student involvement in ALP goal-setting, we will ensure that all gifted-related documents and systems are consistent and maintained. This consistency will preserve strong practices around gifted education and continuity of services when personnel change, ensuring gifted students across the administrative unit continue to receive appropriate support.

Determine the student performance priority this program element will address.

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

Student Performance Priority: Ensure equitable identification and sustained academic growth for gifted students from all populations.
Rationale: Because the districts in the BOCES serve high rates of Free and Reduced (FR) students and experience frequent student mobility, marginal or underserved gifted learners can be missed by standard procedures. A focused priority on identification and targeted programming will reduce gaps in access and support.
Key Actions to Address the Priority:
1. Implement a robust, multi-measure identification process that includes classroom performance, universal screening, teacher and parent referrals, and culturally responsive tools to capture diverse evidence of giftedness.
2. Use screening and referral timelines that account for student mobility (e.g., quick-entry screening windows and automatic review for new enrollees).
3. Require development of Strong Advanced Learning Plans (ALPs) for every identified gifted student, with clear, measurable goals tied to academic growth.
4. Standardize ALP procedures across districts so plans are consistently created, reviewed, and updated—especially after transitions or changes in placement.
5. Provide professional learning for staff on identifying giftedness.
6. Engage students and families in the ALP process to ensure buy-in and sustained participation in programming.
7. Monitor progress regularly with formative measures and adjust programming to ensure demonstrated growth.
Expected Student Outcomes:
• Increased identification rates of gifted students.
• Higher rates of student engagement in advanced learning programming.

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

Action Steps and Timeline
1. Identification trainings — Ongoing (begin Fall 2026; repeat as needed)
• Deliver targeted trainings for new GT leads and for existing leads needing refreshers.
• Training content: components of a robust body of evidence (BOE) for identification and procedures for writing measurable ALP goals with clear action steps.
• Benchmark: Complete initial training for both districts by December 2026; provide refresher sessions at least annually.
• Responsible: BOCES Gifted Director and designated trainers.
2. Individual mentoring and check-ins — Start immediately; monthly ongoing
• The Ute Pass BOCES Gifted Director will mentor new and struggling gifted leads with scheduled one-on-one check-ins.
• Frequency: Monthly check-ins, increased frequency as needed.
• Benchmark: Each new GT lead completes three mentor check-ins within their first quarter; progress documented in mentoring log.
• Responsible: BOCES Gifted Director.
3. Monthly Review Team meetings — Monthly, beginning Fall 2026
• Convene a regular monthly meeting for GT leads across the BOCES to present and review identification cases as a Review Team.
• Purpose: Verify that identified students meet state gifted qualifications, confirm correct identification, and ensure ALP support is appropriate.
• Additional focus: Use monthly meetings and PLCs to identify service improvements and strategies to support students' affective, academic, and talent-area growth.
• Benchmark: Monthly meeting notes and action items recorded; 100% of ambiguous identification cases reviewed within one month of referral.
• Responsible: GT leads and BOCES Gifted Director.
4. School-level review teams — Implement Fall 2026

• Establish school-based Review Teams including classroom teachers, administrators, and counselors to participate in identification decisions.
• Benchmark: Every school forms a Review Team and holds at least two review meetings per year.
• Responsible: School gifted leads and school administrators.
5. Final BOE review and approval — Ongoing
• The BOCES Gifted Director will examine the body of evidence, collaborate with teams, and approve identification decisions.
• Benchmark: All team decisions receive documented Director approval within 10 school days of Review Team recommendation.
• Responsible: BOCES Gifted Director.
6. Annual assessment/materials review — Annual (each spring)
• The BOCES Director and district personnel will annually review assessments and qualifying materials to ensure sufficient quantitative and qualitative data. Determine if additional materials should be purchased or created.
• Benchmark: Annual review completed by May each year with recommendations and budget requests submitted by June.
• Responsible: BOCES Director and district assessment leads.
7. Shared document repository — Launch by Winter 2026; maintain continuously
• Create a shared drive containing permission-to-test forms, referral forms, results letters, and ALP goal guidelines for all Ute Pass BOCES gifted personnel.
• Purpose: Ensure consistency of gifted processes during staff changes.
• Benchmark: Repository populated and accessible to all GT leads by December 2026; update log maintained.
• Responsible: BOCES Gifted Director and IT support.
8. Transition meetings for secondary readiness — Continue annually (spring)
• Maintain and expand transition meetings like Woodland Park's spring 2026 pilot for gifted 6th graders and families to explain secondary-level gifted services and ALP goal development.
• Benchmark: Each district offers an annual transition meeting for incoming secondary gifted students and families; attendance tracked and outreach completed.
• Responsible: District GT leads and school counselors.
9. Student onboarding process — Develop by Spring 2027; implement thereafter
• Develop an onboarding process for newly identified students explaining: what gifted identification means, the purpose and structure of the ALP, how identification occurred, and details of their programming. (Possibly include a student-friendly packet and classroom/parent orientation.)
• Benchmark: Onboarding materials drafted by March 2027; all newly identified students complete onboarding within four weeks of identification.
• Responsible: BOCES Gifted Director with district GT leads.
Monitoring and Accountability
• Collect and maintain documentation for trainings, mentor check-ins, Review Team decisions, meeting minutes, repository updates, transition meeting records, and onboarding completions.
• Quarterly progress reports will be compiled by the BOCES Gifted Director and shared with district leaders.
• Annual evaluation will measure fidelity to timelines, consistency of identification, ALP goal quality, and evidence of student growth; adjustments will be made based on findings.

Explain how meeting this target will improve gifted student performance.

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

By ensuring the identification process aligns with state guidelines—providing required documents, offering regular training, maintaining identification review teams within the BOCES, and establishing mentorship for new or struggling gifted leads—we will deliver consistent, high-quality programming for gifted learners. Clear, compliant identification and better-trained staff will ensure students receive appropriately challenging curricula and targeted supports. As a result, gifted students' academic achievement will improve through more rigorous instruction and differentiated services, and their affective outcomes (motivation, self-efficacy, and social–emotional well-being) will strengthen through mentorship, responsive programming, and timely

interventions. Overall, meeting this target creates a systematic structure that enhances both academic and affective performance 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):**

Responsible Person – School Gifted Leads
Accountable Person(s) - BOCES Gifted Director
Consulted Person(s) - BOCES Level Administration and District Level Administration
Informed - District level administration

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.

1. Identification accuracy
• Accountable persons will review newly identified students.
• Goal: 100% of newly identified students will be accurately identified.
2. Completion of Advanced Learning Plans (ALPs) and required documentation
• Review of ALPs and other records will ensure each plan contains all required elements.
• If any ALP is missing required elements, district leads will be asked to revise and resubmit it.
• Goal: 100% of ALPs and required documents completed with all required elements.
3. Plan evaluation using the 9 Action Steps
• The BOCES Gifted Director and district gifted teachers will evaluate plans using the previously outlined 9 Action Steps.

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?

• Convergence with existing priorities: This initiative supports district goals for equitable identification, rigorous programming, and consistent documentation practices. By using shared review processes and clear completion targets, it reinforces data-driven decision-making, compliance, and continuous improvement already prioritized by districts and BOCES.
• Integration with professional learning and instructional goals: The review and revision process creates opportunities to align ALPs with ongoing professional development, curriculum standards, and differentiated instruction efforts, ensuring gifted services are connected to classroom practice.

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.

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AU Gifted Education Director of Record Name

Connie Florell

Action Required

No Content