AU: Weld Re-4, Windsor - 62040

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.

Evidence and Rationale:
Caseload data from previous cycles indicates that a "siloed" progress monitoring system (where one specialist manages 140+ ALPs) limits the instructional impact necessary for student growth. While gifted educators reach out to staff and families, the process is still heavily dependent on the gifted educator's work and time. To align with ECEA Rules 12.02(2)(f)(v) and 12.02(2)(g)(ii), responsibility for the ALP must be shared among classroom teachers, students, families, and gifted staff. Shifting responsibility and autonomy to school-level teams helps the ALP become a collaborative instructional tool integrated into Tier 1 systems rather than layering as an entirely separate component. It also enables Gifted Specialists to spend more time on Tier 3 supports such as student coaching, small group instruction, and affective development.

Determine the student performance priority this program element will address.

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

Gifted students are currently meeting compliance milestones but lack timely, content-specific feedback that drives advanced growth. Goals are often disconnected from daily Tier 1 instruction. By moving the goal-setting and monitoring into the classroom/advisory setting, students will receive real-time feedback from content

experts and people directly involved in their daily school experiences. This addresses the challenge of stagnant growth in advanced performance indicators by ensuring that adjusting pace and content occurs systematically based on classroom data and learning goals.

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

Major Targets:
Digital Infrastructure: Complete technical audits and SIS integration to finalize the digital ALP template and Gifted Education Dashboard.
Full ALP Transition: Migrate major gifted documents to Ellevation and ensure 100% of elementary and middle school ALPs are managed and finalized within the new platform.
Building Frameworks: Establish school-specific systems that define clear leads for goal conferencing, progress monitoring, and data entry.
Pilots: Plan department-wide training and pilot digital workflows with teachers and principals to identify system pressure points ahead of full implementation.
Action Steps and Timeline:
Phase 1: Technical Discovery & Scope Alignment (Pre-Implementation through June)
Gifted Education (GE) Director of Record, Weld RE-4 Tech Department, Ellevations Team
EL Platform Audit: Meet with the English Language Development (ELD) Coordinator to review their established workflows within Ellevations. Observe how they utilize the platform for generating reports, building student plans, and maintaining compliance records.
Model Adaptation: Analyze the EL department's data structures and user interfaces to determine what features can be mirrored, adapted, or customized to fit the unique needs of the Gifted Education system and Advanced Learning Plans (ALPs).
Needs Assessment: The Tech Department will audit our current student information systems (SIS) and data structures to determine technical requirements (e.g., automated data syncs, user provisioning, and roster formatting) required to support communication of gifted elements into Ellevations.
Document & Data Sharing: Securely compile and share essential Gifted Education documents, including existing ALP templates, compliance checklists, and historical student data structures, with the Ellevations team so they can analyze our specific needs and provide options for those builds.
Phase 2: System Build (July-August)
Responsible Parties: GE Director of Record, GE Specialists
Learn the System: Actively explore the Ellevations platform to map out its technical capabilities, streamline compliance monitoring, and establish efficient digital record-keeping workflows. Connect with active Ellevations networks to identify best practices for gifted system management.
GE Department Training: The Gifted Education department will begin training on the Ellevations platform, specifically focusing on using it to build individualized ALP documents and manage the digital workflow.
Digital Architecture: Collaboration between Ellevations, Tech, and GE to enable pathways for communication between platforms. Finalize the initial ALP document with Ellevations. Build a starter Dashboard and sample ALP.
Phase 3: Building-Level System Definition (First 30 school days)
GE Department Collaborative Drafting: Using priority standards co-selected by content teachers and specialists, students will consider their current strengths and interests and work with gifted education staff to draft their own academic and affective goals (either directly in Ellevations or transferred into Ellevations by the gifted educator, depending on where we’re at in the system build).Gifted educators will ensure student interests and strengths, goals, instructional strategies, programming, and parent involvement in recorded within the new ALP system.
Phase 4: Building-Level System Definition (September-October)
School Implementation Plans - Start the Conversation: The Gifted Education Director of Record, school administration, and designated school staff will work together to learn about ALP legal requirements and start brainstorming ways to increase collaborative, effective ALPs.
Digital Architecture: Continue working with the Ellevations team to develop the Gifted Education Dashboard, adding forms, and incorporating letters and files to streamline gifted education paperwork and documents.

Learn to upload data files for use within the platform.
Phase 5: Develop Building-Level System for addressing ALPs (October-February)
Maintain ALPs: Gifted educators will work with teachers to gather student data, and then enter progress monitoring data into Elevations.
Pilot Ellevations Form Options: Test out the tools available for teachers to provide input with a select group of teachers to glean insights into how this model might look and function on a more global scale, and to pinpoint system pressure points to help guide full deployment.
Ellevations for Administration: Show principals how to access the Gifted Education Dashboard to see their unique student populations.
School Implementation Plans - From Possible to Practical: Each school team will work to define their own level and/or building-specific system for addressing ALPs. This plan must identify each of the following elements:
Goal Conferencing Leads and Roles: Who is responsible for meeting with students (e.g., Advisory teachers, content teachers, or counselors)? When will those meetings occur? Will they be done individually? As a small group? Via email, surveys, and/or in-person?
Progress Monitors: Who is responsible for quarterly instructional feedback, check-ins with students, and documentation of that progress? When will that work occur?
Data Assurance: Who ensures data is collected and entered into Ellevations on schedule? How are staff notified when it's time to complete a check-in? When will that occur?
Training: What training will staff need to be successful? Who will need the training? How long will it take? When will it happen?
Implementation Timeline: When will ALPs transition to this system? What part will transition first (e.g., monitoring, goal-setting, check-ins)?
The Specialist's Role: How will the gifted educator (if one is assigned to the building) support the work, ensuring ECEA compliance through building-level support and accountability?
School Administrator: Work with the GE department to set up a timeline for the transition process, including a system for designated staff to complete their ALP duties (time, resources) and a system for holding staff accountable for the tasks.
Digital Architecture: Upload CogAT results into Ellevations.
Phase 6: (March through May)
Maintain and Finalize ALPs: Gifted educators will work with teachers to gather student data for progress monitoring and student goal outcomes, entering the information into Ellevations.
Ellevations Support: Work with the technical staff at Ellevations to create any necessary components needed for staff to effectively support ALPs (e.g., student entry systems, progress monitoring documents, forms that are sent out to staff)
Plan for 27-28: Prepare materials and reserve times for teacher training on Ellevations, including this in the Fall District Professional Learning offerings. Ensure this additional role is incorporated into the teacher's workflow for the upcoming school year.

Explain how meeting this target will improve gifted student performance.

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

The desired state of student performance once these targets are met is a centralized, transparent, and collaborative location where student growth is intentionally tracked and supported by all invested parties. By shifting to a single digital system, the district sets the stage for a global picture of gifted progress, allowing for real-time monitoring of performance trends and compliance across all schools.

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

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1. **Responsible Person(s):**

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

Phase 1: Technical Discovery & Scope Alignment (Through June)
Responsible Person(s): Gifted Education (GE) Director of Record, Director of Instruction, Weld RE-4 Tech Department, and the Ellevations Team.
Accountable Person(s): GE Director of Record (overseeing the alignment of GE needs with technical capabilities).
Consulted Person(s): English Language Development (ELD) Coordinator (to review existing workflows and platform utilization).
Informed Person(s): District Leadership.
Decision-Making Authority: The Tech Department holds the authority to audit the Student Information System (SIS) and determine the technical requirements for automated data syncs and user provisioning.
Phase 2: System Build (July–August)
Responsible Person(s): GE Director of Record, GE Specialists, Tech Department, and Ellevations.
Accountable Person(s): GE Director of Record.
Consulted Person(s): Active Ellevations networks (to identify best practices for system management).
Informed Person(s): All GE Department staff.
Decision-Making Authority: The GE Director and Specialists are authorized to map platform capabilities and establish the digital record-keeping workflows and ALP document templates.
Phase 3: Building-Level System Definition (First 30 School Days)
Responsible Person(s): Gifted Educators and GE Specialists.
Accountable Person(s): GE Director of Record.
Consulted Person(s): Content Teachers, Building Leadership/Administrators (specifically for co-selecting priority standards).
Informed Person(s): Parents (regarding their involvement and recorded goals).
Decision-Making Authority: Students have the authority to draft their own academic and affective goals based on their unique strengths and interests.
Phase 4: Building-Level System Definition (September–October)
Responsible Person(s): GE Director of Record, School Administration, Designated School Staff, and the Ellevations Team.
Accountable Person(s): Director of Instruction, School Administration and GE Director of Record.
Consulted Person(s): Tech Department (for data file upload procedures).
Informed Person(s): Building-level educators.
Decision-Making Authority: School Administrators, the GE Director, and Gifted Specialists work together to set
the timeline for the transition and establish the system for staff accountability.
Phase 5: Building-Level System for Addressing ALPs (October–February)
Responsible Person(s): Gifted Educators (for data entry), School Teams (Advisory teachers, content teachers, or counselors), and the GE Director (for CogAT uploads).
Accountable Person(s): Director of Instruction, School Administrators (specifically for ensuring staff complete ALP duties and providing necessary resources).
Consulted Person(s): Pilot group of teachers (to test forms and identify system pressure points).
Informed Person(s): Principals (shown how to access the GE Dashboard).
Decision-Making Authority: Each School Team has the authority to define their building-specific system, including identifying specific Goal Conferencing Leads and Progress Monitors.
Phase 6: Finalization & Future Planning (March–May)
Responsible Person(s): Gifted Educators, Ellevations Technical Staff, School Administrators
Accountable Person(s): GE Director of Record, Director of Instruction, Chief Academic Officer
Consulted Person(s): Teachers (for gathering student goal outcomes and progress data), Tech Department (for ensuring teacher access), Building Leadership.
Informed Person(s): District Professional Learning (to reserve time for 2027-2028 teacher training).

Decision-Making Authority: The GE Department works with administration to determine the materials and training requirements for the upcoming school year rollout
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teachers to glean insights into how this model might look and function on a more global scale, and to pinpoint system pressure points to help guide full deployment.
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Data Assurance: Who ensures data is collected and entered into Ellevations on schedule? How are staff notified when it's time to complete a check-in? When will that occur?
Training: What training will staff need to be successful? Who will need the training? How long will it take? When will it happen?
Implementation Timeline: When will ALPs transition to this system? What part will transition first (e.g., monitoring, goal-setting, check-ins)? For district-level: How will ALPs and transition data be shared across school transition years (Grades 5 to 6 and 8 to 9)?
The Specialist's Role: How will the gifted educator (if one is assigned to the building) support the work, ensuring ECEA compliance through building-level support and accountability?
School Administrator: Work with the GE department to set up a timeline for the transition process, including a system for designated staff to complete their ALP duties (time, resources) and a system for holding staff accountable for the tasks.
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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.

Digital Infrastructure & Data Integration (Quantitative)
Target: Complete the technical build-out required for a functional system.
Measurement: 100% completion of the digital ALP template, the GE Dashboard, and the successful upload of student CogAT results into the platform.
Why it matters: This ensures the data exists in one secure location and is populated with the data needed to track students.
2. School-Level Operational Frameworks (Quantitative)
Target: Ensure every school has a designated plan for managing the new digital ALP process.
Measurement: 100% of elementary and middle schools submit a Building-Level System document identifying specific staff leads for goal conferencing and progress monitoring.
Why it matters: This moves the plan from a department idea to a school reality by assigning clear accountability at the building level.
3. Collaborative Progress Visibility (Qualitative/Impact)
Target: Start transition from siloed record-keeping to a transparent, school-wide support model.
Measurement: Successful creation of a global picture of gifted progress, where classroom teachers, specialists,

and administrators can all view and support a student's academic and affective goals within one system.
Why it matters: The impact is increased awareness; student needs are no longer housed in a shared Google Drive, but are now easily visible to the entire team supporting the student.
4. Implementation Validation & Readiness (Qualitative/Impact)
Target: Use the transition year to identify and resolve system challenges before the full-scale rollout.
Measurement: Successful completion of a pilot program to test digital workflows and pinpoint system pressure points, ensuring the model is sustainable for the 2027-2028 school year.
Why it matters: Intentionally refining the process makes for a smoother rollout process.

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?

Our Multilingual learners already use this platform. Read Plans are transferring into the Ellevations platform, also, so every special area under the Department of Instruction will be utilizing this system. This also pairs with the district's need for clear, concise data collection and secure systems.

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

Christina Sutter

Action Required

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