AU: Boulder RE2, Boulder Valley - 07020

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.

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.

During the 25-26 school year, BVSDs Gifted Annual Plan focused on the implementation of middle level digital ALP portfolios. Our target for the school year was 11 out of 13 non-charter school would be participate. We exceeded our expectations with 12 out of 13 schools participating.
Our goal for the 26-27 school year, is to implement ALP portfolios with 9th graders in our high schools.

Determine the student performance priority this program element will address.

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

Currently, high schoolers with an Advanced Learning Plan complete an ALP Survey which gives students the option of taking district preset goals or creating their own goal. The issue that we are finding is that the high schoolers are not completing the surveys.
Student Engagement is one of BVSDs student performance priorities. Fostering an environment that promotes active participation, which is seen as critical to social and academic success. The implementation of 9th grade high school digital ALP portfolios will improve student engagement and student advocacy as well as provide a digital resume for future career and college opportunities.

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

Action steps:
Hire a temporary itenerant district gifted Advisor for 26-27 to support 5 high schools in the implementation of 9th grade ALP portfolios.
GT District personnel will oversee this position.
Target:
All GT ID'd 9th graders will be introduced to the ALP digital portfolio process. At least 30% of the 9th grade GT students will complete an ALP digital portfolio.

Explain how meeting this target will improve gifted student performance.

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

At least 30% of the 9th grade GT students will complete an ALP digital portfolio which will increase the previous number of 9th grade students who engaged with the ALP survey in past years.
Restructing our systems and processes will improve student engagement and align with BVSDs strategic plan

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. Michelle DuBois, Doug Alexander, Itenerant GT High School Advisor
2. Michelle DuBois
3. Emma Herzog, Nativity Miller
4. High School 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.

The success of the digitial ALP portfolio implementation will be measured by the number of students who participate in the process. Progress monitoring and spot checking will be done throughout the school year to determine if students are adding artificats to their portfolios.

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?

Counseling and Grad Plus

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

Dr. Michelle DuBois

Action Required

No Content