AU: Centennial BOCES - 64203

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.

Centennial BOCES desires to increase identification in the talent areas. For the 2025-26 school year, CBOCES partnered with Fort Morgan and NE BOCES to conduct an adjudication and assessment day for students that were potentially gifted in the area of Music. The day was called "RioT" which stands for "Rural Identification of Talent". A handful of students from CBOCES districts participated and were given feedback on their performance and next steps. It was our first year having an adjudication and assessment day and many lessons were learned along the way. The planning group evaluated the success of the day as well as issues and have made adjustments for the RioT day for the 26-27 school year in the area of Visual Arts.
The goal is to add a talent area each year to see if there are students in CBOCES districts that could and should be identified in the talent areas. Although the numbers are small (small n), even identifying a few students is meaningful to our work.

Determine the student performance priority this program element will address.

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

The student performance priority this addresses in increasing the number of identified students in CBOCES, not solely focused on the academic areas, but also to identify students that may be gifted in talent areas as well.

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

The "RioT" planning group will likely meet in late August/September to determine the talent area we would like to address for the 2026-2027 school year. This is based on feedback we receive from our member districts. Once a talent area is decided, we will begin the detailed planning process as it involves 10 rural districts in CBOCES, the Fort Morgan School District, as well as the 12 rural districts in NE BOCES. Previously, the RioT planning team has met every month or every six or so weeks. The event is typically held in the spring with planning sessions for gifted coordinators as well as adjudicators spread out throughout the year. It is quite an involved process with lots of scheduling and coordinating of 23 school districts.

Explain how meeting this target will improve gifted student performance.

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

Due to small n, exact numbers are not being reported. This target of increasing the number of students identified in the various talent areas will improve gifted student performance by not only recognizing that students can be gifted academically, but also in talent areas. As a planning team, and based on district suggestions and feedback, the group will decide what talent area to focus on for the 2026-27 school year. I think we may have a need for a RioT day focusing on Leadership and/or Performing Arts. Again, the focus will be based on need. Students need to be recognized for their giftedness and knowing their talent area of giftedness allows districts to support students by a variety of programming options. Rural districts often have to "think outside the box" when it comes to programming, especially in the talent areas. The programming provided to support the student's area/s of identification 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):**

The individuals who are responsible for implementing the action steps and decision making authority include the: Riot Planning Team (currently CBOCES, NE BOCES, and Fort Morgan School District) Gifted Coordinators, the school level coordinators sharing their need, the content area teachers, as well as the adjudicators. It is a team effort and requires involvement from all parties to ensure success and goal of increasing identification in the talent areas.

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 measure used to assess the success will be based on numerous findings including participating from member districts, the feedback from adjudicators to be included in the Body of Evidence to determine if the student meets the criteria to be identified, as well as number of students that can now be identified in the talent area. Due to small rural districts, this may be even just one student. Additionally, student receive feedback that they can include in their Body of Evidence if they do not yet have enough qualifying pieces.

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?

Increasing identification in all areas is a need and steps are being taken every year to work on this goal. Significant amounts of time and energy have been spent focusing on increasing identification in the academic areas, and the talent areas are often overlooked. Students that are gifted in talent areas need to be identified equally as their academically gifted peers.

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

Nicole Jackson

Action Required

No Content