AU: Colorado River BOCES - 64233

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.

This is a continuation of our goal for last year. Member districts have implemented new data management systems this year. ALP plans have been created and housed in these systems. During our GEM, the team noted that the required ALP elements were inconsistent. Some were missing or had unclear goals, and others failed to include identification data. Each district received a list of required elements in the spring of 2024 and continue to work on including these elements as they update their ALP forms.

Determine the student performance priority this program element will address.

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

Incomplete and missing elements of an educational plan impact the services and programming for the student. ALPs that include all the requirements of the plan more effectively support gifted learners and the teams that work with them. Complete ALPs will guide instruction and increase student satisfaction and achievement.

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

Not all ALPs were completed in a timely manner in the new data systems in each district. We will continue this

goal for next year. The target for this year is for each district is to have all ALPs loaded and/or completed in their new systems, with all the required elements present, by November 15.
Districts are responsible for providing training in their respective systems to all stakeholders who need access to the ALP plans. Updates and changes may be necessary and can be made as needed.

Explain how meeting this target will improve gifted student performance.

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

The CRBOCES GEM team noted the missing elements in some ALPs and goals that were achievement-based and not culturally competent. ALPs with goals that include strategies for educators will positively impact instruction for gifted learners. This will improve gifted student performance. This focus will also align with the new CDE ALP Call to Action coming out next year.

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. BOCES GT Director, district GT Directors, district tech/program support, district GT coordinators.
2. BOCES GT Director, district GT Directors, district tech/program support, district GT coordinators.
3. BOCES GT Director, district GT directors
4. BOCES GT Director, district GT Directors, district tech/program support, district GT coordinators, district stakeholders/program users

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.

Success will be measured by an increase in the number of completed plans that are loaded into the districts respective
programs.

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 other district priorities of student engagement and achievement.

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

Darlane Evans

Action Required

No Content