AU: Northeast Colorado BOCES - 64103

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.

Procedures for Parent, Family, Student Engagement

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.

At our GEM in November 2024, it was evident that as a region, overall, parent/stakeholder communication was lacking. This was based on parent surveys prior to our GEM and interviews the GEM team did during their visit to the region. The Summary of Findings by GEM stated:
Many parents noted insufficient communication regarding their gifted students' goals and classroom needs.
The GEM Team recommends NE BOCES consider additional ways to engage parents and give them a voice to empower them to become advocates for their children and for the gifted programs within their schools to help support their schools and it also gives them a seat at the table.
While the AU BOCES Gifted Director writes a monthly newsletter, it is not always regularly forwarded on to the families within each of the member districts

Determine the student performance priority this program element will address.

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

By offering consistent opportunities for the families of gifted and talent pool students with communication about gifted education in the region along with regular learning opportunities, understanding about gifted education and the needs of gifted students will increase. When this understanding increases, so will advocacy

for the needs of gifted students and their needs in the classroom. “A growing body of research over the past few decades has consistently shown that parental involvement in education is undeniably crucial for a student's academic success. The influence of a parent's involvement is so profound that it often outweighs other common factors like socioeconomic status, race, ethnicity, or the parents' educational background” (from positiveaction.net). “62.1% of students agree that parental involvement boosts self-esteem, a major key to achieving high academic performance. This particular statistic highlights the significant role that parent involvement plays in fostering positive self-esteem in your child, which, in turn, contributes to a high academic performance.”

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

By the end of the 2026-2027 school year, the following will be established to increase parent and family engagement/communication:
Using the Smore newsletter system, district coordinators will receive a copy of the monthly parent newsletter (sent out September - December and January - April) from the AU BOCES Gifted Director. They will make a copy of that newsletter, add any information relative to gifted education in their own district, and send it out to the families of gifted and talent pool students.
Using the Smore system, the AU BOCES Gifted Director will be able to track the percentage of families that open the newsletter each month. By the end of the 2026-27 school year, the goal is that at least 50% of the newsletters will be sent out by each district each month they are written.
In partnership with the Northeast GERC, the AU BOCES Gifted Director will offer ten weekly “Lunch and Learn” online opportunities for the families of gifted and talent pool students during each semester of the school year.
By the end of the 2026-27 school year, a series of ten Lunch & Learn topics will have been offered each semester. Recordings will be posted to the Northeast BOCES gifted website, with links added to the parent newsletter. Topics will repeat in the second semester to offer parents multiple opportunities for interaction and information.
Attendance will be taken (parent name and district) at each of the Lunch & Learn sessions both semesters and will be shared with the district coordinators to help them know which parents are engaging, when, and for which topics.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will strengthen communication and engagement between member districts, families, and students. Parents will have the opportunity to engage with and learn from the district gifted coordinator, the BOCES Gifted Director, and the GERC, increasing their knowledge about gifted students and gifted education, which will lead to increased advocacy for these students and the programs in each member district in Northeast Colorado. Per the research cited above, when we involve parents of gifted and talent pool children through better communication and with consistent offerings, we’re improving both the academic achievement and social-emotional well-being of our GT student population.

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: Christie Daugherty, AU BOCES Gifted Director
Accountable Person: Christie Daugherty, AU BOCES Gifted Director; Paula McGuire, Gifted Education Regional Consultant
Consulted Persons: Christie Daugherty, AU BOCES Gifted Director; Paula McGuire, Gifted Education Regional Consultant
Informed Persons: Christie Daugherty, AU BOCES Gifted Director; Paula McGuire, Gifted Education Regional Consultant

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 this proposed action will be measured by engagement with the monthly newsletters as seen in the Analytics section of Smore newsletters and the consistency of the school-level GT coordinators in copying and releasing the newsletter to their parents and families. In addition, the successful completion of 20 Lunch & Learn opportunities will be documented along with attendance.

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 in the sense that we are increasing communication with stakeholders within the region, which is always a goal across the BOCES. However, it is divergent due to the fact that the gifted department within the BOCES operates somewhat separately from the rest of the departments within the BOCES as we, overall, work with a different population of students than all other departments do. This work is transparent to the different departments within our BOCES, as they all receive the parent communications along with other stakeholders across the region.

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

Christine Daugherty

Action Required

No Content