AU: Pikes Peak BOCES - 64133

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.

We spent the last school year working on improving our website for students, parents and educators. Then, we were informed that our website needed to be changed in order to meet accessibility requirements. This year we will work on making all the gifted information accessible for all our parents, student and staff.

Determine the student performance priority this program element will address.

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

When a student is identified as gifted, parents, families and students have many questions. In order to address the needs of students and their families, the website of PPBOCES will be updated with pertinent links, trainings and resources to assist families that meet accessibility. This will allow us to better serve our wider community, as well as a student ‘s
performance as an identified gifted student. When families have more information about their students identification, they, in conjunction with the school, are better able to meet the individual performance needs of each student.

Set anticipated annual target(s) including action steps and timeline for implementation with

specific benchmarks and dates.

By June 2027 the website will offer at least 3 accessible documents to support parents and students with gifted education.

Explain how meeting this target will improve gifted student performance.

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

When parents, students and families have more and better resources for their students, they will be more likely to support their gifted students and their performances at school.

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):**

Jennifer Locke
2. Jennifer Locke
3. Connie Fiorell.
4. Caryl Manuszak, Director of Special Populations at PPBOCES & Pat Bershinski, PPBOCES Director

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.

Our BOCES houses the resources for our member districts as well as our associate districts. There has not been substantial resources for staff and parents for several years in the area of gifted education. This will be convergent with the mission to support districts, as well as gifted students, in the PPBOCES region.

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?

Since we are adhering to the accessibility of our website as a BOCES, many of our gifted resource information is now not currently meeting this accessibility.

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

Jennifer Locke

Action Required

No Content