AU: Pueblo 60, Urban - 51010

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.

Research shows that engaging families and parents is a crucial component for a successful gifted program. Collaborating with families allows for an increased sense of belonging for the students, and an opportunity for families to have a deeper understanding of giftedness and a confidence to advocate for their student.

Determine the student performance priority this program element will address.

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

Students will have the opportunity to engage with other gifted students, and learn more about their own giftedness by participating in a gifted workshop and a gifted family night.

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

One anticipated target is to have students and families participate in a Gifted Family night with a guest speaker. The action steps include the following: Gifted AU to collaborate with other regional GT AUs on choosing a guest speaker and discuss budget by first week of November, chose a facility by end of November, and schedule

logistics such as bus pick-up, work shop programming by the end of January, and host the event in the beginning
of February. The Gifted Coordinators at each school will have an opportunity to complete a survey mid May to give feedback on the GT family night/fieldtrip, family engagement, and programming, and need for each school.
This will help measure what adjustments and improvements need to be made for the following school year.

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 improve gifted student performance by equipping our gifted students and their families with an increased sense of belonging, an increased confidence in how to advocate for themselves (students) and their student need's (families), and practical strategies for nurturing their students giftedness. At the district level
we would like to see more family input when creating ALPS for our secondary GT students. Opportunities such as this Family Gifted night might help increase family input for future ALPs.

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. Responsible Persons- Gifted Education Coordinators at the school level and Gifted Education Specialist at the
district level.
2. Accountable Persons-Gifted Education Coordinators at the school level and Gifted Education Specialist at the
district level.
3. Consulted Persons- Guest Gifted Education Speaker, Gifted Education Coordinators at the school level, and Gifted Education Specialist at the district level.
4. Informed Persons-Gifted Education Coordinators at the school level and Gifted Education Specialist at the district level.

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.

Measures used to assess the success of the proposed action will include a parent feedback survey after attending the event, an attendance tracker, and completing a baseline data for parent input on ALPs at the secondary level in comparison to future school year.

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 and BOCES by increasing family and student engagement.

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

Alma Vigil-Banuelos

Action Required

No Content