AU: Rio Blanco BOCES - 64213

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.

Programming

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.

Our improvement strategy will be to continue to develop an articulation programming plan, as indicated in our 2024/2025 GEM. This year, we will focus on a secondary programming plan.
Developing an articulation plan for gifted programming ensures a cohesive, systematic, and effective approach to meeting the needs of gifted learners from kindergarten through 12th grade. Gifted students require differentiated instruction, advanced learning opportunities, and appropriate social-emotional support throughout their educational journey. Without a well-structured plan, students may experience gaps in services, inconsistent expectations, or limited access to appropriate challenges at different grade levels.
An articulation plan establishes clear pathways for identifying, nurturing, and supporting gifted learners at each stage of their academic careers. It promotes alignment between elementary, middle, and high school programs, ensuring smooth transitions and continuity in curriculum, instruction, and enrichment opportunities. By outlining goals, instructional strategies, acceleration options, and enrichment opportunities, the plan fosters an environment where gifted students can maximize their potential.
Additionally, an articulation plan facilitates collaboration among educators, administrators, and parents, promoting shared understanding and consistent advocacy for gifted learners. It helps schools allocate resources effectively, monitor student progress, and adjust programming to meet evolving needs. Ultimately, a well-designed articulation plan ensures equity, access, and excellence in gifted education, empowering students to develop their talents and achieve long-term academic and personal success.

Determine the student performance priority this program element will address.

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

Without a well-defined articulation plan for gifted programming, students may face significant academic and social-emotional challenges that hinder their overall performance and growth. A lack of structured continuity in gifted services across grade levels can result in inconsistent learning experiences, misidentification, and missed opportunities for appropriate academic challenge.
Academic Impact:
Gaps in Learning: Without a structured plan, gifted students may experience inconsistent programming, leading to redundancy in curriculum or missed opportunities for advanced learning.
Lack of Challenge: Without a clear framework, students may not receive appropriately differentiated instruction, leading to boredom, disengagement, and underachievement.
Limited Acceleration and Enrichment: Gifted learners may not have access to advanced coursework, specialized instruction, or enrichment programs that align with their abilities.
Inconsistent Identification and Support: A lack of standard criteria for identifying and supporting gifted students can result in inequitable access to services, particularly for underrepresented populations.
Social-Emotional Impact:
Disengagement and Frustration: Without challenging academic experiences, gifted students may lose motivation, become disinterested in school, or develop negative attitudes toward learning.
Difficulty with Transitions: The absence of a structured progression from elementary to middle to high school may leave students unprepared for increased academic demands or social adjustments.
Lack of Peer Interaction: Without a designated gifted program, students may not have access to intellectual peers, which can lead to feelings of isolation or difficulty developing social skills.
Emotional and Behavioral Issues: Gifted learners who are not adequately challenged or supported may exhibit anxiety, perfectionism, or disruptive behaviors as a response to frustration or unmet needs.
An articulated programming plan ensures that gifted learners receive consistent, high-quality instruction and support throughout their K-12 education. It fosters academic growth, nurtures their talents, and promotes positive social-emotional development, ultimately maximizing their potential and long-term success.

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

Implementing a well-structured articulation plan for gifted learners requires a phased approach with clear annual targets, strategic action steps, and realistic timelines. Below is our plan for 2026/2027 for secondary:
Year 1: Assessment & Planning
Target: Conduct a comprehensive review of current gifted education services and establish a foundation for program development.
Action Steps & Timelines:
Fall:
-Form a Gifted Education Task Force (including educators, administrators, parents, and students).
-Conduct needs assessment through surveys, focus groups, and data analysis.
-Review existing gifted education policies, curriculum, and service models.
Winter:
-Research best practices in gifted education and articulation planning.
-Identify gaps and inconsistencies in current programming.
-Develop preliminary recommendations for a K-12 articulated plan.
Spring:
-Present findings and recommendations to district leadership and stakeholders.
-Develop a roadmap for implementation, including resource allocation and professional development needs.
(For full timeline, please see Rio Blanco BOCES Comprehensive Program Plan).

Explain how meeting this target will improve gifted student performance.

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

Implementing an articulated K-12 gifted programming plan through structured annual targets will directly enhance gifted student performance in several key areas:
1. Academic Growth and Achievement
-Consistent Challenge & Rigor: A well-defined curriculum with aligned acceleration and enrichment opportunities ensures students engage with appropriately challenging material at every grade level.
-Elimination of Learning Gaps & Redundancy: A coordinated program prevents students from experiencing content repetition while ensuring smooth academic transitions between elementary, middle, and high school. -Increased Access to Advanced Opportunities: Clear pathways to acceleration, dual enrollment, Advanced Placement (AP), and other advanced coursework allow students to maximize their academic potential.
2. Engagement & Motivation
Meaningful Learning Experiences: Differentiated instruction and enrichment activities provide intellectually stimulating experiences that keep students motivated and invested in their education.
-Increased Student Agency: Opportunities for independent research, mentorships, and interest-based learning encourage students to take ownership of their academic journeys.
-Retention of Gifted Learners: Prevents underachievement and disengagement, reducing the likelihood of gifted students dropping out or becoming disengaged due to boredom.
3. Social-Emotional Development
-Peer Connections & Support Networks: Purposeful programming ensures that gifted students have access to intellectual peers, reducing feelings of isolation and improving social-emotional well-being.
-Improved Coping Skills & Resilience: Explicit social-emotional learning (SEL) components within the program help gifted students navigate perfectionism, imposter syndrome, and other common challenges.
-Smooth Transitions Between Grade Levels: A structured articulation plan eases academic and social transitions, reducing anxiety and improving student confidence.
4. Equity & Inclusion in Gifted Education
-Broader Identification & Support: A clear and equitable identification process ensures that students from underrepresented backgrounds receive appropriate gifted services.
-Increased Family & Community Engagement: Better communication and outreach ensure parents and guardians are informed and involved in supporting their gifted learners.
5. Long-Term Success & College/Career Readiness
-Development of Critical Thinking & Innovation Skills: Exposure to rigorous coursework, research opportunities, and mentorships prepares students for higher education and future careers.
-Higher College Acceptance & Scholarship Opportunities: Strong academic preparation increases students' competitiveness for college admissions and scholarship awards.
-Preparation for Lifelong Success: An articulated program nurtures leadership, creativity, and problem-solving skills essential for success in the workforce and beyond.
By implementing this structured, articulated gifted education plan, schools can ensure that gifted students are continuously challenged, supported, and prepared for success in both their academic and personal development.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

1. BOCES Director of Gifted Education, BOCES Director, District leadership
2. BOCES Director of Gifted Education, BOCES Director, District leadership

3. BOCES Director of Gifted Education, BOCES Director, District leadership, families of gifted students, gifted students
4. BOCES Director of Gifted Education, BOCES Director, District leadership, families of gifted students, gifted students

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.

ACADEMIC PERFORMANCE MEASURES
1. Standardized Test Scores:
-Analyze growth in state and national assessments (e.g., MAP, SAT, ACT, AP exams).
-Compare performance trends of identified gifted students before and after program implementation.
2. Classroom Performance & Grades:
-Track gifted students' academic progress in advanced courses, honors programs, and dual enrollment opportunities.
-Measure grade retention and mastery in gifted-specific coursework.
3. Participation in Advanced Learning Opportunities:
-Monitor enrollment in AP, IB, honors, and dual-credit programs.
-Track participation in enrichment activities, research projects, and extracurricular academic competitions.
STUDENT ENGAGEMENT AND WELL-BEING
1. Student Surveys & Self-Assessments:
-Assess student satisfaction with program offerings, instructional methods, and academic challenge levels.
-Measure engagement, motivation, and confidence in learning.
2. Classroom Observations & Teacher Feedback:
-Collect qualitative data from educators regarding students' participation, curiosity, and perseverance.
-Evaluate how well differentiated instruction is being implemented.
3. Gifted Student Retention Rates:
-Analyze dropout rates or transitions out of gifted programs to determine if students feel appropriately challenged and supported.
SOCIAL EMOTIONAL AND PEER INTERACTION MEASURES
1. Social-Emotional Learning (SEL) Assessments:
-Use tools such as the Behavioral and Emotional Rating Scale (BERS) to evaluate students' well-being and coping skills.
-Assess how students manage perfectionism, anxiety, and other common challenges.
2. Peer and Mentor Engagement:
-Track participation in mentorship programs, peer collaborations, and leadership initiatives.
-Measure social connectedness and student-reported sense of belonging.
PROGRAM EFFECTIVENESS AND EQUITY MEASURES
1 Identification & Demographic Analysis:
-Evaluate if gifted identification reflects the diversity of the student population.
-Assess whether underrepresented groups are equitably identified and served.
2. Parent & Community Feedback:
-Conduct surveys and forums to gather insights from parents on program effectiveness and communication.
-Monitor parental involvement in supporting gifted learners.
3. Professional Development Implementation:
-Track educator participation in gifted training programs.
-Assess teacher preparedness in differentiating instruction for gifted students.
PARENT AND COMMUNITY FEEDBACK:
-Conduct surveys and forums to gather insights from parents on program effectiveness and communication. -Monitor parental involvement in supporting gifted learners.
PROFESSIONAL DEVELOPMENT IMPLEMENTATION:
-Track educator participation in gifted training programs.

-Assess teacher preparedness in differentiating instruction for gifted students.
LONG-TERM SUCCESS & COLLEGE/CAREER READINESS
-Post-Secondary Outcomes:
Monitor college acceptance rates, scholarship awards, and post-secondary program choices of gifted graduates.
-Track career pathways and professional success of program alumni.

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.
While the primary focus of an articulated gifted programming plan is to enhance the academic and social emotional success of gifted learners, its outcomes can positively impact all students.
Implementing a well-structured gifted program often fosters a culture of high expectations, innovation, and student-centered learning that benefits the entire school community.
INCREASED ACADEMIC RIGOR FOR ALL STUDENTS:
1. Differentiated Instruction Becomes a Norm:
-Professional development for teachers on gifted strategies (e.g., inquiry-based learning, problem-solving, and critical thinking) leads to improved differentiation for all students.
-More students, not just those identified as gifted, can access advanced learning opportunities at their own pace.
2. Higher Expectations Raise Overall Achievement:
-Schools that integrate rigorous coursework, enrichment activities, and acceleration strategies see a rise in overall student performance.
-More students are encouraged to take challenging courses such as Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment.
3. Collaboration and Innovation Improve Learning:
-Gifted education best practices, such as project-based learning and interdisciplinary instruction, benefit all students when implemented across classrooms.
-A school-wide emphasis on creativity, critical thinking, and inquiry engages students beyond rote memorization.
IMPROVED STUDENT ENGAGEMENT AND MOTIVATION
1. More Personalized Learning Opportunities:
-The use of flexible grouping, interest-based learning, and acceleration pathways can be extended to all students, leading to increased engagement.
-Students at all ability levels feel more motivated when given choices in their learning.
2. A Culture of Academic Curiosity and Challenge:
-When gifted learners are challenged appropriately, the general classroom climate shifts to embrace academic excellence.
-Increased participation in enrichment activities, such as STEM competitions, debate teams, and independent research projects, benefits all students.
3. Reduced Boredom and Disengagement:
-The presence of more varied and challenging instructional methods reduces student disengagement and underachievement across ability levels.
-All students benefit from a learning environment that emphasizes depth over speed and mastery over simple completion.
STRONGER SOCIAL-EMOTIONAL SUPPORTS SYSTEMS
1. Better SEL Integration for All Students:
-Gifted students' social-emotional needs (e.g., managing perfectionism, handling failure, and building resilience) are often like those of high-achieving and struggling students.
-SEL strategies designed for gifted learners (e.g., self-regulation techniques, goal setting, and emotional intelligence development) benefit the wider student body.
2. Peer Interaction & Inclusion Increase for All Learners:

-Creating collaborative learning groups fosters inclusion and peer mentorship between gifted students and their peers.
-Programs emphasizing leadership, problem-solving, and mentorship allow all students to contribute meaningfully to the school community.
3. Stronger Student-Teacher Relationships:
-Teachers trained to support gifted learners develop a deeper understanding of student needs, fostering a more supportive classroom environment for all students.
MORE EQUITABLE ACCESS TO ADVANCED LEARNING
1. Expanded Identification and Access to Advanced Programs:
-Efforts to improve equitable identification of gifted students lead to greater awareness of talent in all student populations.
-The removal of barriers (e.g., teacher referrals, test scores as sole entry criteria) makes enrichment and advanced coursework more accessible.
2. Closing Achievement Gaps:
-Strategies used to challenge gifted students (such as personalized learning plans, acceleration, and enrichment) can be leveraged to support underperforming or overlooked students.
-Schools can use a broader approach to talent development, identifying students with potential and providing them with the right academic support.
3. Higher College and Career Readiness Rates:
-A focus on advanced coursework, independent learning, and career-focused mentoring benefits all students preparing for post-secondary education or the workforce.
-Students across achievement levels become better equipped with problem-solving, collaboration, and leadership skills.
Conclusion: A Rising Tide Lifts All Ships

Program Element - Major Improvement Strategy 2 (Optional)

No Content

Program Element - Major Improvement Strategy 3 (Optional)

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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.

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AU Gifted Education Director of Record Name

Darlane Evans

Action Required

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