AU: San Juan BOCES - 64143

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.

The San Juan BOCES (SJBOCES) will carry over the Annual Plan goal from the last school year. The response to the Parent, Family, and Student Engagement events was positive and it is an action we would like to continue in all member districts. Although we held parent events in the 24-25 and 25-26 school years, sign-in sheets and survey data was not collected consistently. SJBOCES participated in the Gifted Education Monitoring (GEM) process during the 2023-24 school year and, although we were found in compliance in the element of Procedures for Parent, Family, and Student Engagement, survey feedback and listening sessions reflected a strong desire by families and students to have increased professional development, connection with other gifted students/families, and advocacy.
Gifted students are at increased risk of disengagement from school and experiencing specific mental health challenges (www.ncbi.nlm.nih.gov/pmc/articles/PMC6060660/). When families understand the nature and needs of giftedness and students better understand WHY they are gifted and how it impacts their lives, it increases mental health wellbeing and academic success.

Determine the student performance priority this program element will address.

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

Gifted student engagement levels and understanding of their academic and social/emotional needs are lower than
expected in some member districts as evidenced by advanced course engagement, behavior challenges, and student survey feedback.

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

Step 1 - The SJBOCES Gifted Director will work with the district coordinator(s) at the beginning of the school year to plan at least one district-specific, community engagement event for the 2026-27. This event will be open to all families with identified gifted students. The event could include a movie night (the BOCES has licenses for several films related to gifted ed), open house, game night, parent/family training etc. The event must include an informational component related to
academic and affective needs of gifted students.
Step 2 - The gifted coordinator(s) in each district will work with the AU Gifted DIrector to schedule and host the planned event. The event could occur in conjunction with another district event or it may be scheduled separately.
Step 3 - Sign-in sheets will be collected for each event and, within 1 week, a follow up survey will be sent to families. Survey will include evaluation of the event, as well as ask for ideas regarding further opportunities.
Step 4 - Results of the survey will be analyzed prior to the end of the school year and used to plan future opportunities.

Explain how meeting this target will improve gifted student performance.

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

According to a study from the University of Washington College of Education, students with supportive parents are 81% more likely to graduate from high school. A 2020 study from the International Journal of Social Science Medicine reports that "57.5% of senior high school students strongly agree that having a strong parental involvement relationship leads to high academic performance". They also state that "62.1% of students agree
that parental involvement boosts self-esteem, a major key to achieving high academic performance". The National Center for Education Statistics' report on parental involvement details that students with involved parents have a 98% average school attendance rate, which contributes significantly to academic achievement. Strengthening parent, family, and community engagement through providing events focused on traits and needs of gifted learners will increase student academic performance and motivation, as well as their social/emotional well being.

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 and Accountable Persons" include the San Juan BOCES Director of Gifted Education (Nisia Patalan),
and the Gifted Coordinators in the eight SJBOCES member districts:
Montezuma Cortez District RE-1
Archuleta County School District No. 50 Jt. (Pagosa Springs)
Bayfield School District No. 10 JT-R

Dolores County School District RE-2J (Dove Creek)
Dolores School District No. RE-4A
Ignacio School District No. 11JT
Mancos School District RE-6
Silverton (San Juan) School District No. 1
"Consulted Persons" include the district and building administrators, who will need to approve the dates, location, and content for each event.
"Informed Persons" include all of the above individuals, as well as the families of identified gifted students within each district.

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.

Completion of goal will be evident if each district has hosted at least one event for gifted families during the 2026-27 school year.
Measures used to gauge the success of the event will include informal observation, number of attendees (as recorded on sign-in sheets), and follow-up surveys.
Increased student academic engagement and understanding of social/emotional needs will be measured through interview, district-level perception surveys, increased participation in advanced academic coursework, and decreased behavior referrals of identified gifted students (including those who are twice exceptional).

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?

While this annual plan focuses on specific gifted family and student engagement events, the ultimate goal is to increase belonging, advocacy, and understanding of giftedness in order to improve academic success and social/emotional well being in the gifted student population. This work converges with the UIP goals across the BOCES because most individual district plans include a gifted student achievement and/or identification goal. Increasing advocacy and capacity will have a positive effect on the individual district goals, as well as improving perceptions of and involvement in the district gifted programs.

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

Nisia Patalan

Action Required

No Content