AU: San Luis Valley BOCS - 64153

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 selection of this program element is grounded in multiple sources of evidence and feedback. During the most recent Gifted Education Monitoring (GEM) process, it was highlighted that our current procedures for parent, family, and student engagement require significant improvement. This feedback aligns with the reflections from last year's targets, where we observed limited progress in reaching and involving all stakeholder groups effectively.
Additionally, our district's priorities emphasize the importance of fostering strong partnerships between schools, families, and the community. Integration of these priorities is crucial for the holistic development of our students, particularly in addressing the diverse needs of gifted learners.
By addressing these areas, we aim to create a more inclusive and responsive environment that better supports the educational and emotional needs of our gifted students.

Determine the student performance priority this program element will address.

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

This program element will address the priority of improving academic and social-emotional outcomes for gifted students, particularly in underrepresented populations. By strengthening parent, family, and student

engagement, we aim to foster a more supportive and collaborative environment that contributes to student success in:
Academic Achievement: Enhanced engagement will provide parents and families with the tools and resources needed to support their children's learning at home, contributing to higher academic performance and the achievement of individualized educational goals.
Equitable Access and Inclusion: By prioritizing engagement, we seek to address disparities in participation and ensure that all students, particularly those from underrepresented backgrounds, have access to the support and opportunities necessary to excel.
This focus aligns with our broader goal of creating a learning environment where all gifted students can thrive, supported by an engaged and informed community.

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

Increase Parent and Family Engagement in School Activities
Action Steps:
1. Hold Parent Support Group sessions during Creative Explorations, focusing on supporting gifted learners, at home.
--Benchmark/Date: First session scheduled for November and the second session in March.
2. Provide newsletters for GT Coordinators to send to parents and teachers on a quarterly basis, focusing on strategies for supporting gifted students.
Benchmark/Date: First newsletter will be released by mid September, with subsequent issues every quarter.
3. Organize a Teacher Training Day to equip educators with tools and strategies for teaching gifted students.
Benchmark/Date: Training Day to be established during first network coordinator meeting.
Target 2: Enhance Student Engagement in Learning and Extracurricular Activities
Action Steps:
1. Organize a visit to a university for secondary students to explore academic opportunities and career pathways.
Benchmark/Date: Visit schedule TBD
2. Implement student and teacher feedback mechanisms to gather input on classroom experiences and extracurricular needs.
Benchmark/Date: Revised and fully in place by January 2027.

Explain how meeting this target will improve gifted student performance.

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

Meeting the target of increasing parent, family, and student engagement is expected to significantly enhance the performance of gifted students in several key ways:
Enhanced Academic Support: By engaging parents and families more deeply in their children's education through support groups, newsletters, and parent nights, students will benefit from a stronger support system at home. Research indicates that when parents are actively involved in their child's education, students are more likely to achieve higher academic outcomes, particularly in challenging subjects that are often a focus for gifted learners.
Improved Social-Emotional Development: The Parent Support Group sessions, in particular, are designed to help families better understand and support the unique social-emotional needs of gifted students. When students feel understood and supported both at school and at home, they are more likely to experience reduced stress, increased self-efficacy, and improved overall well-being, all of which contribute to better academic performance.
Increased Motivation and Engagement: The strategies aimed at enhancing student engagement, such as organizing university visits and implementing feedback mechanisms, will provide students with clearer academic and career pathways. This increased clarity and sense of purpose can lead to higher motication, greater engagement in school activities, and ultimately, improved academic outcomes.
Stronger Educator-Parent Partnerships: By providing targeted training for teachers and creating regular communication channels between educators and families, we expect to foster stronger partnerships. This

alignment between school and home environments is critical for addressing the individualized needs of gifted students, leading to more tailored instructional strategies and better student outcomes.
Supporting Data, Policies, and Research:
Data Analysis: Previous surveys and feedback mechanisms have highlighted a need for increased engagement from parents and families, particularly in supporting the academic and social-emotional development of gifted students. While specific data points are not publicly disclosed due to confidentiality, aggregate data indicate that students whose families are more engaged in their education tend to perform better academically and exhibit greater emotional resilience.
Policies and Procedures: The district's strategic priorities emphasize the importance of family and community engagement in achieving educational excellence. This year's target is aligned with these priorities, as well as with state and national guidelines that underscore the role of family engagement in student success. Additionally, feedback from the Gifted Education Monitoring (GEM) process has highlighted engagement as an area in need of improvement, further supporting the selection of this target.
Research Support: Research consistently shows that family engagement is a critical factor in student achievement, particularly for gifted students who may require additional support to reach their full potential. Studies have demonstrated that students whose parents are involved in their education are more likely to succeed academically, exhibit fewer behavioral problems, and have higher levels of social-emotional well-being. The selection of this year's target is grounded in this body of research, which supports the notion that increased engagement will lead to better outcomes for gifted students.

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):**

These are the individuals directly responsible for carrying out the action steps. They are the ones who will be doing the work to implement the plan.
Gifted Education Coordinators: Responsible for organizing and facilitating the Parent Support Group sessions, distributing newsletters, and managing communication with parents and teachers. They will be responsible for distributing student feedback and teacher feedback.
Secondary School Counselors/Advisors: Responsible for coordinating the university visit for secondary students, including planning logistics and communicating with both students and university staff.
Accountable Person(s):
This person has ultimate accountability for the success of the actions. They ensure that the Responsible Persons have what they need and that the actions are completed on time.
Robin Shirley-Granville (SLV BOCES GT Coordinator): Accountable for overseeing the entire process, ensuring that all action steps are implemented according to the timeline, and that the objectives of the engagement strategies are met.
Consulted Person(s):
These individuals provide input, advice, and expertise during the planning and implementation phases. Their input is essential to ensure the quality and effectiveness of the actions.
District Leadership: Consulted on aligning engagement strategies with district priorities and ensuring that the actions support broader educational goals.
Teachers: Consulted for insights on the effectiveness of the Teacher Training Day and how to implement the strategies learned in the classroom.
Infomed Person(s):
These are the stakeholders who need to be kept informed about the progress and outcomes of the actions. They do not play a direct role in implementation but are essential to the broader communication strategy.

Parents and Families: Informed about the upcoming events, resources available to them, and the outcomes of the engagement strategies.
Students: Informed about opportunities such as the university visit and feedback mechanisms, as well as the overall goals of the engagement activities.
School Board and District Administrators: Informed about the progress and outcomes of the engagement strategies, particularly in how they align with district priorities and improve student performance.

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.

Parent and Family Engagement Metrics:
Participation Rates: Track the attendance at Parent Support Group Sessions and other family engagement events. Success will be measured by an increase in participation compared to previous years.
Survey Feedback: Distribute pre- and post-event surveys to parents and families to gauge satisfaction, perceived value, and the effectiveness of the information provided. Success will be indicated by positive feedback and suggestions for future improvements.
Newsletter Reach and Engagement: Measure the distribution and readership of the quarterly newsletters through metrics such as open rates, click-through rates, and the number of parents who follow up with coordinators for more information. High engagement rates indicate success.
Student Engagement and Performance Metrics:
University visit participation: Track the number of students participating in the university visit and gather feedback on the impact of the visit on their academic and career aspirations. Success will be indicated by strong participation and positive feedback from students.
Student Feedback Mechanisms: Analyze the data collected from student feedback systems on their classroom experiences and extracurricular needs. Success will be indicated by actionable insights and subsequent adjustments in teaching strategies or activities based on this feedback.
Communication Effectiveness Metrics:
Communication Plan Implementation: Assess the timelines and consistency of updates provided to families, ensuring that the communication plan is followed as scheduled. Success will be measured by adherence to the communication plan and positive feedback from families on the clarity and frequency of communication.
Teacher Feedback: Collect feedback from teachers on the effectiveness of teacher training day and the implementation of strategies learned. Success will be indicated by teachers reporting increased confidence and competence in supporting gifted students.

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 strongly aligned with several key priorities within the district/BOCES, ensuring it supports and enhances broader educational goals:
Alignment with Academic Excellence Goals: The focus on increasing parent, family, and student engagement directly contributes to the district's commitment to improving academic outcomes for all students. Engaging families more effectively, particularly in supporting gifted learners, reinforces the district's efforts to elevate academic achievement across the board.
Support for Social-Emotional Learning (SEL): This initiative dovetails with the district's SEL priorities by addressing the social-emotional needs of gifted students. The Parent Support Group sessions and student engagement activities are designed to support students' emotional well-being, which is essential for their overall success and ligns with the district's SEL initiatives.
Equity and Inclusion: By focusing on engagement strategies that reach all families, particularly those from underrepresented backgrounds, this work supports the district's goals around equity and inclusion. Ensuring that

gifted students from all demographics have access to the support they need aligns with the district's broader commitment to equitable educational opportunities.
Professional Development: The teacher training day is directly aligned with district/BOCES priorities around continuous professional development. By providing teachers with specific strategies to better support gifted students, this initiative enhances the quality of instruction and contributes to professional growth among educators.
Enhanced Communication: This initiative emphasizes the importance of clear, consistent communication between families, students, and educators. By developing and implementing a communication plan that includes regular updates, newsletters, and direct engagement, this work supports the district's broader communication goals. Effective communication is vital for building trust, ensuring transparency, and fostering strong school-family partnerships, which are key components of the district's strategy.

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.

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AU Gifted Education Director of Record Name

Robin Shirley-Granville

Action Required

No Content