AU: Santa Fe Trail BOCES - 64160

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.

Identification Procedures

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.

According to 2023–2024 school year data, Santa Fe Trail BOCES reported a gifted identification rate of 1.7%, significantly below the state average. District-level data reflected similarly low identification rates: Cheraw (1.0%), East Otero (0.8%), Kim (0%), Las Animas (1.7%), Rocky Ford (2.3%), Swink (6.0%), and Wiley (0.4%).
Based on 2025 Pupil Membership data from the Colorado Department of Education, the BOCES identification rate has increased to 2.49%. While this reflects overall growth, the rate remains below the state average. District data shows mixed results: Cheraw (0%), East Otero (0.59%), Kim (0%), Las Animas (3.15%), Rocky Ford (1.97%), Swink (3.68%), and Wiley (10.85%). Overall, the data indicates limited growth and, in several districts, a decline in identification rates. Wiley demonstrated the most notable improvement, with an increase of 10.45 percentage points.
All districts have made efforts to implement the established action plan; however, several factors have impacted outcomes, including declining enrollment, student graduations, and ongoing Student Information System (SIS) reporting challenges. Additionally, some identification efforts occurred after the October 1 count date, limiting their reflection in reported data.
As previously identified, a continued and more intentional focus on identification practices is necessary to ensure consistent and equitable identification of gifted learners across all districts. Santa Fe Trail BOCES has maintained annual universal screening for all second- and sixth-grade students; however, further analysis of

body-of-evidence practices is needed to determine why these efforts are not yielding higher identification rates. Expanding assessment tools to include cognitive, creative, talent-based, and academic measures remains a priority, as research supports multiple pathways to identification as a means to broaden access and improve outcomes.
Additional factors impacting identification include inconsistencies between qualitative and quantitative data, which may hinder appropriate identification decisions, and the need for increased stakeholder understanding of diverse gifted profiles. Targeted professional development and ongoing training aligned with updated Colorado Department of Education identification procedures have been implemented to address these needs.
District-specific considerations also warrant attention. Las Animas has intensified identification efforts, though many occurred after the official count date. Swink experienced facilitator turnover, and the newly assigned facilitator is actively reviewing 72 student bodies of evidence. East Otero continues to experience broader systemic challenges, including SIS data inaccuracies that require correction.
To support capacity, the BOCES has invested in additional resources, including centralized proctoring and scoring services to reduce district burden and increase efficiency. Despite these efforts, identification rates have not yet reached anticipated levels, indicating a need for continued problem-solving, monitoring, and refinement of practices.
Moving forward, the BOCES will maintain its current strategies while increasing intentionality, strengthening data accuracy (including state coding within SIS), and ensuring that all currently identified gifted students are accurately reported. With sustained focus and alignment, the BOCES anticipates that these efforts will lead to more consistent growth in gifted identification rates over time.

Determine the student performance priority this program element will address.

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

The program element that we are addressing is Identification. To do this, Santa Fe Trail BOCES will prioritize increasing the equitable, consistent, and accurate identification of gifted and talented students across all member districts. Current data indicates that identification rates remain below the state average and are inconsistent across districts, with evidence of both minimal growth and decline. This suggests that existing practices are not yet effectively capturing the full range of gifted learners.
This priority focuses on strengthening identification systems to ensure all students (regardless of district, background, or profile) have access to appropriate evaluation opportunities. Key areas of emphasis include improving the reliability and alignment of body-of-evidence data, expanding the use of multiple identification pathways (cognitive, academic, creative, and talent-based), addressing inconsistencies between qualitative and quantitative data, and ensuring accurate SIS reporting and state coding.
Additionally, this priority includes building educator and stakeholder capacity to recognize diverse gifted profiles and implementing consistent, research-based practices such as universal screening and talent development. By addressing these areas, the BOCES aims to increase identification rates in a manner that is both equitable and reflective of the true student population, ultimately ensuring that gifted learners are appropriately identified and supported to achieve their full potential.

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

Annual Target (2026–2027)
Increase Santa Fe Trail BOCES gifted identification rate from 2.49% to at least 3.5%, with each district demonstrating measurable growth or maintaining rates at or above the current BOCES average. Additionally, ensure 100% accuracy in SIS coding and reporting for all identified gifted students.
(May–August 2026)
Benchmarks:
100% of districts complete SIS audit and verification of gifted coding by August 15, 2026
All districts trained/retrained on CDE identification procedures and body-of-evidence requirements by August 30, 2026
Action Steps:
Conduct a BOCES-wide SIS audit to verify current gifted coding and resolve discrepancies (priority: East

Otero).
Provide targeted training on identification practices, emphasizing alignment between qualitative and quantitative data.
Establish standardized body-of-evidence expectations across all districts.
Expand and distribute an assessment resource bank (cognitive, creativity, talent-based tools).
(September–November 2026)
Benchmarks:
100% of 2nd and 6th grade students screened by November 30, 2026
Action Steps:
Implement universal screening with fidelity across all districts.
Utilize BOCES-supported proctoring and scoring services to eliminate barriers.
(December 2026–January 2027)
Benchmarks:
Each district completes 100% review of identified “watch list” students by December 15, 2026
Increase new identifications per district by January 31, 2027
Action Steps:
Conduct structured data review cycles (monthly or bi-monthly) to evaluate student evidence.
Address misalignment in qualitative vs. quantitative data through calibration sessions.
Support districts with one-on-one coaching (replicating Las Animas model).
Continue review of additional students (e.g., Swink’s 72 student review process).
(February–May 2027)
Benchmarks:
100% of districts participate in at least 2 professional learning sessions on gifted profiles and identification
Demonstrated improvement in qualitative rating alignment (measured through rubric calibration)
Action Steps:
Provide ongoing professional development on diverse gifted profiles and equitable identification.
Strengthen talent development practices to build future identification pipelines.
Conduct mid-year and end-of-year data reviews to evaluate progress and adjust strategies.
Ongoing Monitoring (Monthly/Quarterly)
Benchmarks:
Quarterly review of identification
Reduction in SIS errors to near zero by end of year
Action Steps:
Maintain a BOCES-wide data tracker for identification progress.
Hold monthly check-ins with district facilitators to monitor implementation.
Ensure continuous communication and accountability across all districts.

Explain how meeting this target will improve gifted student performance.

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

Being able to increase gifted student numbers will aid our BOCES in determining trends with student performance to see what instructional practices we need to address. Currently, numbers are too low for instructional decision making to be made. Santa Fe Trail BOCES and Member Districts are viewing achievement and affective growth on an individual basis per students Advanced Learning Plans (ALPs), but are unable to see this on a larger scale because not all students have a common goal or target, as they would on state
or district assessments. District and School Performance Frameworks lack this information, and the BOCES is unable to obtain detailed information due to numbers being isolated at too low of number size to analyze.

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

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authority of each area below:

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

Responsible Person(s): BOCES Gifted Director, District Superintendents and District Gifted Facilitators
Accountable Person(s): BOCES Gifted Director
Consulted Person(s): Gifted Education Regional Consultant
Informed Person(s): District General Education Staff and BOCES Specialists

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.

Colorado Department of Education Pupil Membership of Gifted student count versus non-gifted student count.

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 divergent from District work; however, the intention is to increase numbers in order to align and converge with district priorities.

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

Natalie Brown

Action Required

No Content