

Gifted Annual Plan

School Year 25-26

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.

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.

Context and background: Jefferson County has had a long history of parent and family engagement. The Jefferson Association for Gifted Children (JAGC) has been in existence for decades and has been a leading advocacy voice for families in our district to participate and give input regarding gifted programming in the district. In addition to JAGC, we have had a Gifted and Talented Advisory Committee (GTAC) in the district to get additional family input and engagement. Our district has offered various Professional Learning activities intended to educate and engage families about gifted education and the support and structures of GT in our district.

In the past few years, several issues have emerged with these engagement efforts. JAGC membership has declined significantly, GTAC meetings have typically been attended by only a few people, and our online, synchronous parent engagement activities have seen an alarming hit in attendance as well.

Two other connections to consider for this focus: our GEM, which was completed in the summer of 2023, indicated that parent understanding about district GT processes and offerings and parent engagement were both areas that they identified as growth areas for Jeffco. We also recently had an outside program evaluation conducted of all departments in Student Success, which includes the GT department. This program evaluation also highlighted community understanding of GT processes and services as an area that we needed to continue to focus on expanding.

Determine the student performance priority this program element will address.

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

Providing increased learning and engagement for families will increase student identification and engagement in GT opportunities that are provided by the district. We have heard feedback from families that they “wish they would have known about identification or GT Centers” earlier, and this will focus should help eliminate this lack of information and correct the misinformation that circulates in our parent communities.

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

Target 1: Increase family engagement by creating GT forum to engage a broader group of parents, students, and educators in Jeffco.

Action step 1 - Recruit a small steering team of parents to help guide the questions and this process. (Completed Fall 2024)

Action step 2 - Publicize GT forum to families, students, and educators utilizing our regular communication platforms. (Completed Fall 2024)

Action step 3 - Begin feedback cycle (soliciting feedback, analyzing feedback, and revisiting the feedback and planning with stakeholders). (Started December 2024, ongoing)

Target 2: Increase family engagement by restructuring the way that we offer family Professional Learning.

Action step 1 - Adjust timing of events to provide information about department earlier (move January GT breakout sessions to October). (Begin Fall 2024)

Action step 2 - Adjust structure of events to include pre-recorded videos of presentations that are available for families to watch at their convenience AND provide follow-up office hour opportunities for families to ask any questions that they have of our team. (Begin Fall 2024, ongoing)

Explain how meeting this target will improve gifted student performance.

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

Involving more parents and guardians in a more global conversation about the GT structures and services being offered in the district will empower and engage the current students, leading to an increase in student performance AND will hopefully create meaningful, performance improving change for future GT students in our district.

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 Person(s): Jeffco GT leadership (Allen Golden + Deryck Ramey)

Accountable Person(s): GT strategy team that focuses on parent learning events

Consulted Person(s): Entire GT team, Chief of Student Success

Informed Person(s): Students, families, and educators in Jeffco.

Identify the measures used to assess the success of the proposed action(s).

Target 1 measure: We will measure the quality and quantity of engagement and participation in our GT forum and compare it to that of the previous GTAC model.

Target 2 measure: We will measure engagement of parents in year to year comparisons of activities. For example, we will compare the engagement of this year’s GT info night to last year’s GT info night by tracking the number of participants.

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 aligns closely with key components of the Jeffco Thrives 2025 Strategic Plan. The first value that is identified in this strategic plan is Belonging, which is defined as: “In Jeffco, we cultivate environments where all students, staff, families, and members of our community are safe, accepted, respected, included, encouraged by others, and feel that their voices and perspectives are valued.” Priority 4: Our Community, our legacy of the Strategic Plan also contains this goal: “Positive, mutually respectful and trusting connections with Jeffco families and our community partners to support student success.”

We believe that this work aligns closely to both of these components of our Strategic Plan.

Major Improvement Strategy 2 (Optional)

Major Improvement Strategy 3 (Optional)

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.

AU Gifted Education Director of Record Name

Dr. Allen Golden