

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.

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 the 2023-2024 school year data, Santa Fe Trail BOCES gifted identification was significantly under the state average (1.7%). Individual district data is as follows: Cheraw (1%), East Otero (0.8%), Kim (0%), Las Animas (1.7%), Rocky Ford (2.3%), Swink (6.0%), and Wiley (0.4%). In order to better serve our students, we need to focus on identification practices to ensure we are identifying potential gifted students in all districts on a consistent basis. Santa Fe Trail BOCES has been consistently providing universal screening to all second and sixth grade students annually, and we are needing to take a deeper look to see the body of evidence data collections on students to determine why we are not yielding higher numbers per district of gifted students to mirror the state average. In addition, we have invested time and resources to expand our assessment resource bank to provide various methods to aid in data collection for our student's body of evidence beyond district and state assessment measures. These assessments expand to cognitive, creative, talent and academic areas. Research shows that having various pathways for identification help to cast a wider net to improve the possibility of finding gifted students. Universal screening is another research based practice, as well as, talent development, which across the BOCES we continue to promote. However, based on the low numbers of identified students, our efforts for increasing gifted identification is not yielding the results that we anticipate. In examining bodies of evidence, it appears that qualitative data is reflecting poor ratings that do not align to the quantitative data, which is becoming a hinderance to identification.

Thus, we are trying to increase educational awareness on giftedness with various stakeholders to share what various gifted profiles look like. Also, our BOCES has also aligned to the revised Colorado Department of Education gifted identification procedures to remove previous barriers in data collection. In addition, the BOCES has hired an individual to provide proctoring of gifted assessments to eliminate the burden of testing of students to assist with building time capacity, as well as, offering to do all scoring services. All of these efforts

have not yet resulted in increased numbers, so additional attention to this area needs to continue to problem solve why numbers of gifted students have not increased. We believe that our efforts to continue with these strategies will work, we just need to give additional time and more intentional focus on this as a team. In addition, our team acknowledge that we also need to look at state coding, as there might be inaccuracies that might need to be addressed in Student Information Systems (SIS) in each district. Thus, our teams believe a commitment to ensuring currently gifted identified students are being correctly counted by our state is another action that we can take to ensure these percentages are accurate.

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. If we are to influence student performance, we must have high enough gifted student numbers in order to determine performance impact. Our student numbers are so low that academic performance numbers are too minimal to make educational determinations at this time. Focusing on increasing student gifted identification numbers will aid our ability to focus on student performance areas both in the area of achievement, as well as, affective needs. In addition, being able to see trends over time will also be able to be done with higher percentages of identified gifted students. Based on state average, we should be able to increase per typical mirroring of our data to that of the state. Out of our seven member districts, their main areas of focus are building on math performance, as well as, address chronic absenteeism.

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

Santa Fe Trail BOCES will increase gifted identification to 2% for the 2024-2025 school year, and 2.5% by the 2025-2026 school year.

We believe we can accomplish this by taking the following action steps:

*Santa Fe Trail BOCES will continue expanding the resource bank of gifted assessments at the BOCES level that align with the CDE matrix, in order for all member district schools to have equal access to K-12 academic, cognitive and talent areas to broaden the scope of possible assessment to increase gifted identification.

*Monthly Gifted PLCs time will be devoted to sharing these resources to build awareness and training on these assessments.

*SFTBOCES will provide scoring services free to member districts to build capacity on an ongoing basis.

*Santa Fe Trail BOCES will continue providing proctoring services free to member districts to build capacity to test potentially gifted students on an ongoing basis.

*Santa Fe Trail BOCES & Member Districts will continue using Universal Screening at the 2nd and 6th grade level annually in the fall/first semester.

*Member Districts' Gifted Facilitators will work directly with their October 1 District Reporters to ensure identified gifted students are coded correctly in the state data pipeline prior to October 1 window closing.

*Santa Fe Trail BOCES will continue to train and review on an annual basis the newly revised Gifted Identification practices per the Colorado Department of Education's Gifted Department guidance in both body of evidence data collection and other guidance for gifted identification.

*Santa Fe Trail BOCES and Member Districts will continue to partner with school staff, specialists, families and students regarding the various pathways and various ways to refer students to be reviewed as potentially gifted on an ongoing basis.

*Santa Fe Trail BOCES & Member Districts will continue supporting Talent Pool programming options for students on an ongoing basis.

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.

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): 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).

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.

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

Natalie Brown