

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.

Personnel

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.

In reflection of our last Annual Plan for Ute Pass BOCES, identification was the Major Improvement Strategy that Ute Pass BOCES determined would help them grow their gifted program. This year, we have implemented monthly meetings with the Gifted Director, Administration, and gifted teachers from the different schools. We look at student data for purpose of identification and determine if students qualify for gifted identification or what other body of evidence is still needed to make this determination. We also talk about possible programming the student(s) will receive. Having a set review team in place has made the identification process stronger. Ute Pass BOCES did a self-evaluation and surveyed different stakeholder groups (parents, general education teachers, administrators, and gifted teachers) prior to the GEM this year. After analyzing the feedback/results, it was determined by the GEM team and district leaders that professional development is now an area of growth for Ute Pass BOCES. Parents need to be educated on the identification process, the Advanced Learning Plan, student goals, and what programming is available once a student is identified. Classroom teachers and administrators would like more professional development on characteristics of gifted students, the identification process, how they are involved in developing and follow-through on the Advanced Learning Plans, programming, and how to differentiate to meet the needs of their gifted students in their classes.

Determine the student performance priority this program element will address.

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

Professional development that is provided to teachers, parents, and administrators will help them to understand how students are identified, gifted characteristics, the ALP process, programming available for gifted students, and how to differentiate instruction to benefit not only the gifted students but all students. The more teachers,

parents, and administrators understand the gifted program and how to better serve these students, there will be more students that will be correctly identified and gifted students will have higher achievement, growth, and success.

Both districts that will make up Ute Pass BOCES in the 25-26 school year have an Advisory class each day for the secondary students because they know the importance of providing time for these students to interact with each other. They also feel that the Advisory class can be a time when they work on some of the issues that gifted students experience (i.e. perfectionism, stress, organization, etc.) and can address these during this time as well as addressing some of their affective goals. Woodland Park also offers advanced classes, AP classes, and Concurrent Enrollment classes to meet the needs of their gifted students at the secondary level. In addition to the Advisory Class, Cripple Creek/Victor also offers a robust CTE program and Concurrent Enrollment classes. Although both districts offer these advanced and/or special opportunities for their gifted students, there are still many classes that students take that differentiated instruction would be valuable to gifted students as well as all students. When instruction is not differentiated for students, they often exhibit behaviors such as sleeping in class, boredom, misbehavior, and lack of interest therefore resulting in the students doing the time but not growing intellectually. Differentiated instruction will help gifted students stay engaged and challenged in all of their classes which in return will help them achieve academic growth and success. The Advisory class can be a time and place where affective needs are met if they have teachers that understand these needs of gifted students as well as have the curriculum to support these needs.

At the elementary level, Cripple Creek/Victor offers students opportunities before school to work on problem solving, teamwork, STEM challenges, and other higher order thinking skills. During the school day, students have time where they are ability grouped to work on their strengths and areas of weaknesses. During this time gifted and high achieving students have the opportunity to work on challenging and robust activities and curriculum that will better meet their needs.

In Woodland Park each of the elementary schools have a full-time gifted teacher that pulls students to work on their areas of strength as well as challenging students in higher order thinking skills and problem solving. However, when students are in their regular classrooms, they are sometimes bored and feel unchallenged. When teachers become more proficient with differentiated instruction and the affective needs of gifted students, they are better equipped to serve these students as well as all students.

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

Action Steps:

April/May –

- Determine the professional development needs of both districts in the BOCES around gifted education.
- Beginning developing professional development plan for the next three years.

August – May 25-26 School Year

- Continue developing the professional development plan.
- Prioritize the needs and align PD around priorities
- Schedule any PD that will take place during the 25-26 school year
- Evaluate PD
- Administration will monitor implementation of strategies taught during PD
- Administration will provide ongoing monitoring and feedback of implementation of strategies

Benchmarks

August, 2025

- Begin professional development of highest priority need

August – May 2025-26

- Continue PD during staff meetings, professional development work days
- Continue to implement and evaluate the needs of the staff and the professional development provided for effectiveness

Explain how meeting this target will improve gifted student performance.

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

Developing a Professional Development Plan around gifted learners will ensure that the PD is timely, appropriate and ongoing so that gifted students will benefit by both their academic and affective needs being met which will increase academic achievement and growth. Professional development cannot be done with a one and

done approach due to turnover of teachers, administrators, new parents and students each year. Professional development needs to be ongoing, its implementation monitored, and feedback provided on its implementation. Gifted students will benefit from this plan by having their academic and affective needs being met.

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):**

1. BOCES Gifted Director, District level administration, school level gifted personnel
2. BOCES Gifted Director, District level administration, school level gifted personnel
3. The above personnel will serve as the review team and collaborate around the Professional Development Plan to ensure that teacher, administration, and parent needs are met and there is growth around knowledge of the Gifted program and how to best meet those students' needs.

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

- Data will be analyzed in PLC team meetings to monitor the growth of gifted students.
- Advanced Learning Plan goals will be monitored by the gifted and talented teachers in each building to assess growth throughout the school year and communicated to parents.
- The GT Advisory teacher will have monthly check-ins to discuss ALP goal progress with 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 convergent with Ute Pass BOCES priorities because they want to ensure quality Tier I instruction which includes differentiated instruction to meet the needs of all students. It is also important that all stakeholders are knowledgeable about the Gifted program and how it supports the gifted student. This work will also ensure that gifted students have quality instruction in all of their classes.

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

Connie Florell