

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.

EOY Data 2023-24 - Percentage of Student Population

Overall: 5.82%

Hispanic: 2.84%

White: 9.48%

Multiracial: 8.28%

Asian: 8.38%

African American: 4.28%

American Indian: 7.00%

N.H or P.I: 4.93%

We are obviously struggling in our identification of students from Hispanic and/or African-American backgrounds.

Determine the student performance priority this program element will address.

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

This will address the percentage of students who are identified as Gifted/Talented, with a specific focus on our Hispanic and Black students.

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

District-wide 6.0% identified overall, Hispanic 5.0%, Black 5.0%

Action Steps:

- Shift in the personnel that will be testing for potential Gifted/Talented identification. In previous years we have relied on our building GT Leaders to help with assessment, but this year it will be just the district-level GT Team that will be taking on this role, as our schedules are more flexible and will allow for more efficient testing
- Shift in the personnel that will be compiling and analyzing data for potential GT identification. In previous years our district has asked the building GT Leaders to assist with this, but we are shifting the GT Leaders' primary focus to be ALP compliance and effectiveness. Our district-level GT team has developed an efficient way of tracking student achievement in the multiple assessments that students take in our school district (CogAT, CMAS, FastBridge) so we will take care of the data compilation and analysis on the district level.
- Stronger PD on characteristics of gifted learners for teachers, especially those from Hispanic and Black backgrounds. Examples of this will be time dedicated at each of our GT Leader meetings - we are increasing our number of meetings from one (Sept/Oct) to two (adding Jan/Feb) since we will only be taking them for half-days. This will allow us to visit with all GT Leaders together two times in the year. The early meeting will focus on overall GT characteristics and the Advanced Learning Plan, while the second meeting will focus entirely on our underrepresented populations and what to look for in our classrooms.
- Improved data analysis of ACCESS testing - partnering with our CLD department when necessary for assistance with this. Our CLD department has been a big support with increasing the need for GT identification with this population, and they are able to get us the reports and data that we need with ACCESS achievement and growth.
- Two schools with historically underrepresented populations have begun utilizing games that stress nonverbal/critical thinking and problem-solving, with the anticipation that these students will be better prepared for the Nonverbal Battery of CogAT in the Fall. Our GT Team plans to continue this in the 25-26 school year.

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 overall identification to 6% of our student population will improve performance by highlighting the need to provide targeted programming for these students - it's much easier to develop programming for kids if we know that they are in our buildings. Meeting the specific needs of raising our identified Hispanic and Black populations will help to provide equity in our buildings for gifted learners of all backgrounds.

By changing the main focus of building GT Leaders to ALP compliance and effectiveness, we anticipate that our middle school and high school ALPs will begin to resemble strength-based goals, with less of an emphasis on interest-based goals. The district-level shift to take on most/all of the identification will result in more efficient and effective testing for potential GT identification. We expect this to result in an increase in our overall percentages of identified GT learners, as well as an increase in the identification of our underrepresented populations.

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): GT Instructional Specialist

Accountable Person(s): K-5 GT Coach and 6-12 GT Coach

Consulted Person(s): Building GT Leaders in all 30 schools

Informed Person(s): Teachers and Families, and Students as well, in all 30 schools

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

Consistent monitoring (monthly) of our overall and disaggregated identification numbers and percentages

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?

Equity is built into the district wide UIP, and there is consistent use of the word EVERY when discussing student achievement.

Major Improvement Strategy 2 (Optional)

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.

We have a robust program offered for students in grades K-5 in our school-within-a-school format with the Achieve Institute. This program continues on to Vikan Middle School for grades 6-8, but we consistently fight a negative perception of Vikan from parents, and we lose about 15-20% of our 5th graders to other buildings when the move to middle school occurs. With only 25 students in the 5th grade classroom, we typically get interest from 20 of them to the middle school, while we add approximately 5-8 students from other elementary schools through advertising and promotion of the Achieve Institute program. Our ideal number would be a total of about 45 students per grade (6-8) coming to Vikan for the GT program.

Our goal is to change the perception of the GT programming at Vikan. This would cause an increase in students coming from other elementary schools, and to lose fewer kids we already have when we transition from 5th grade to 6th grade.

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 middle school slide in achievement and growth for our Gifted/Talented students, by keeping many of them clustered/cohorted through their middle school years.

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

We will be hosting several social gatherings throughout the school year, where all of our K-8 Achieve Institute families are invited. We will be hosting these after school hours, with the purpose of having some of the middle school families interacting with some of the elementary school families to share success stories from Vikan Middle School. These events will occur every other month, while we will be hosting district-wide GT family events in the months that we aren't hosting Achieve Institute events.

We are also inviting our 4th grade Achieve families to attend the middle school information nights, with the thinking that they can gain more information prior to entering their 5th grade year.

Explain how meeting this target will improve gifted student performance.

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

We believe that, if we can grow our enrollment numbers of GT-identified students at Vikan Middle School, this will allow for more opportunities for these students to receive specially designed instruction for their needs.

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3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible Person(s): GT Instructional Specialist, K-5 GT Coach, and 6-12 GT Coach - overseeing and coordinating the family events, communicating these events to parents, and following up afterward

Accountable Person(s): Vikan and Pennock GT staff, when available. These people will serve as community support

Consulted Person(s): Vikan and Pennock building administrators - These people will also serve as community support

Informed Person(s): Families of our K-8 Achieve Institute students. They will be invited to all of the events. We will also invite our district-level staff to these as well.

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

We will look at attendance data for the events, including those who are returning for future gatherings. We will also look at our "Intent to Continue" data for our 5th grade families, as they make their decision to continue with the Achieve Institute program at Vikan or to have their 6th grade child continue elsewhere in or out of 27J Schools.

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?

Family engagement is a large priority in our district, so this work will converge with district goals. We are also hosting a few district-wide GT family evenings, where we will invite all families of Gifted/Talented children to our events to discuss issues such as Perfectionism, Motivation, Social Interaction, and High School options, in order to strengthen our district GT community.

Major Improvement Strategy 3 (Optional)

Programming

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last years target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, data analysis, etc.

CMAS performance - percentage of Gifted/Talented students who scored Met or Exceeded in Spring of 2024 (Literacy)

3rd grade - 86%, up 9 points from 2023

4th grade - 77.9%, down 14 points from 2023

5th grade - 86.3%, down 4 points from 2023

6th grade - 87.1%, down 3 points from 2023

7th grade - 89%, down 1 point from 2023

8th grade - 85.8%, up 5 points from 2023

CMAS performance - percentage of Gifted/Talented students who scored Met or Exceeded in Spring of 2024 (Math)

3rd grade - 89%, up 3 points from 2023

4th grade - 77.1%, down 3 points from 2023

5th grade - 89.9%, up 5 points from 2023

6th grade - 73%, down 4 points from 2023

7th grade - 86.2%, up 14 points from 2023

8th grade - 79.2%, up 7 points from 2023

CMAS growth - percentage of Gifted/Talented students who had at or above 50% growth (Literacy)

4th grade - 62.8% of students, down 7 from 2023

5th grade - 50.7% of students, down 4 from 2023

6th grade - 54.3% of students, down 2 from 2023

7th grade - 54.3% of students, down 2 from 2023

8th grade - 52.7% of students, up 3 from 2023

CMAS growth - percentage of Gifted/Talented students who had at or above 50% growth (Math)

4th grade - 62.3% of students, up 7 from 2023

5th grade - 52.2% of students, down 3 from 2023

6th grade - 38.4% of students, up 1 from 2023

7th grade - 66.1% of students, up 6 from 2023

8th grade - 41.1% of students, up 4 from 2023

Determine the student performance priority this program element will address.

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

We expect most of our Gifted learners to reach achievement goals in Literacy and/or Math, but we also want our students to grow. Our Gifted/Talented numbers are down in Literacy in most grades, in both achievement and in growth

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

Concept Quest across all schools grades 2-5 to increase critical thinking and deeper understanding of grade level Math concepts

Creation and pilot of a 6PLUS advanced math course to address the stagnation/ drop in math scores at the 6th grade level or our GT students.

Advanced Learning Plans shifting to strength-based in grades 6-8, away from interest-based passion projects

Increased understanding and use of the Depth & Complexity frameworks in grades K-8 in order to increase critical thinking and deeper understanding of standards

Explain how meeting this target will improve gifted student performance.

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

The deeper understanding that will come with the use of Concept Quest and Depth & Complexity will work to solidify students' understanding of grade-level concepts, which will then lead to improvements in achievement and growth on the state testing.

An accelerated 6th grade course that pushes advanced students to be better prepared for the accelerated offerings in 7th grade and beyond will work to strengthen their mathematical trajectory as well as improve achievement and growth on standardized academic measures.

A shift from interest-based ALP programming to strength-based ALP programming will lead to classroom teachers at the middle school level needing to differentiate learning experiences for their gifted learners in their area(s) of strength, which will lead to deeper understanding of the grade-level standards.

Describe the specific action step(s) (activities, strategies) the AU will take this year to meet the overall goal described in the CPP.

Concept Quest - early training for all teachers in grades 2-5, facilitated by our district-level Elementary GT Coach, with ongoing and support from the Coach and the GT Specialist

6 Plus math class- Secondary GT Coach, Secondary Math Specialist, and Secondary Programming Coach will create a vertically aligned frame that combines 6th and 7th power standards into a scope and sequence that pushes students through 6th grade and 7th grade math. Course will be piloted at the GT school within a school. The hand selected students in this course will be closely monitored for progress throughout the year.

ALP - Building GT Leaders will be trained by our district-level Secondary GT Coach, with ongoing support from the Coach and the GT Specialist, in the creation of Strength-Based ALPs. Individual buildings will have the opportunity for professional development and support from the same district-level people

Depth & Complexity - Individual buildings will have the opportunity for professional development and support from the two district-level GT Coaches, as well as the GT Specialist

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

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

Responsible Person(s)
GT Instructional Specialist
Secondary GT Instructional Coach
Elementary GT Instructional Coach

Accountable Person(s)
GT Leaders within each building
Instructional Coaches within each building
Classroom Teachers within each building

Consulted Person(s)
Individual buildings' administration
Individual buildings' classroom teachers

Informed Person(s)
Classroom teachers
Parents
Students

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

The yearly measure will be CMAS literacy and math testing, both achievement and growth.

Additionally, all students in 27J Schools take FastBridge Reading and Math tests two or three times a year, and we will use that to measure success as well.

Additionally, our students take District Common Assessments in several subject areas throughout the school year (three times a year for elementary, four times a year for secondary), and we use that data to measure success as well.

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?

Student achievement is the top priority for 27J Schools, so this work converges with district priorities very closely.

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

Stephen Davis