

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.

Advanced Learning Plan Content

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.

The decision to focus on improving Advanced Learning Plan (ALP) content stems from several key challenges: families are not engaged in setting or monitoring meaningful goals. Principals lack knowledge of gifted best practices and systems for supporting collaboration between teachers and GT staff. Teachers often do not know student ALP goals and lack resources for differentiating instruction for advanced learners. GT teachers and central office staff have been overly focused on compliance, neglecting strategic support, and students are not actively involved in meaningful goal-setting. Improving ALP content will address these issues by enhancing engagement, collaboration, and differentiation to ensure ALP goals guide programming and improve gifted student outcomes.

Determine the student performance priority this program element will address.

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

The student performance priority this program element will address is increasing the alignment of Advanced Learning Plan (ALP) goals with meaningful, measurable academic and personal growth targets. By improving ALP content, the focus will be on setting clear, differentiated goals that guide instruction and support for gifted students, leading to enhanced student engagement, more accurate progress monitoring, and ultimately, improved academic performance and personal development outcomes for advanced learners.

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

ALP Monitoring and Goal Completion:

Target: At least 10% of all ALPs at each school will be monitored for SMARTE goal completion and progress monitoring (PM) data.

Action Step: Establish a monitoring system for ALP review, setting bi-annual review benchmarks.

Timeline: Monitoring begins in October, with mid-year and end-of-year reviews in February and June.

Teacher Support:

Target: 75% of teachers will receive support through 1:1 coaching or work sessions.

Action Step: Each cohort will offer 2 ALP work sessions for teachers, while high schools (HS) will provide site-based team sessions.

Timeline: First session by November, second by March.

Priority School Coaching:

Target: All priority schools will receive 1:1 coaching on ALP goals.

Action Step: Schedule individual coaching sessions for priority schools.

Timeline: Sessions completed by January and con.

Professional Learning for GT Teachers:

Target: 80% of GT teachers will attend an ALP professional learning (PL) session on writing SMART goals.

Action Step: Plan and deliver PL sessions focused on SMARTE goal-writing.

Timeline: PL session by December.

Cohort Work Sessions for GT Teachers:

Target: 75% of GT teachers in each cohort will attend an ALP work session with coaching support.

Action Step: Organize and track cohort participation in ALP work sessions.

Timeline: Monthly opportunities for session attendance.

Student ALP Goal Achievement:

Target: 70% of students will meet their ALP goals, as evidenced by progress monitoring and end-of-year ALP data (pending report capability from Frontline).

Action Step: Work with Frontline to build progress monitoring and end-of-year (EOY) ALP reporting tools.

Timeline: Data to be reviewed in May with final reporting in June.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve gifted student performance by ensuring that ALP goals are more meaningful, measurable, and aligned with individual student needs. By providing teachers with targeted support and professional learning on writing SMARTE (Specific, Measurable, Achievable, Relevant, and Time-bound, Equitable) goals, they will be better equipped to set clear objectives and differentiate instruction for gifted students. Monitoring progress regularly will allow for timely interventions, adjustments, and more accurate tracking of student growth. Engaging students in goal-setting and progress monitoring fosters accountability and ownership of their learning, leading to increased engagement, motivation, and overall academic achievement. Ultimately, this approach creates a structured system where ALP goals actively guide instruction and support, improving outcomes for gifted learners.

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):**

1. GT Team's Curriculum specialists
2. GT Director and leadership team

3. Executive Director of Exceptional Student Services

4. Deputy Superintendent

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

ALP Monitoring and Completion:

Percentage of ALPs at each school reviewed for SMARTER goal completion and progress monitoring data (target: 10% of all ALPs monitored).

Mid-year and end-of-year review reports tracking SMARTER goal completion.

Teacher Support and Participation:

Attendance records from 1:1 coaching sessions and ALP work sessions (target: 75% of teachers receiving support).

Participation logs from high school site-based team sessions.

Priority School Coaching:

Documentation of completed 1:1 coaching sessions at priority schools (target: all priority schools).

GT Teacher Professional Learning (PL):

Attendance data from the ALP PL session on writing SMARTER goals (target: 80% of GT teachers attending).

Cohort Work Sessions:

Participation records from ALP cohort work sessions with coaching support (target: 75% of GT teachers in each cohort attending).

SMARTER Goal Writing and Progress Monitoring:

Success rate of teachers in each cohort writing and monitoring SMARTER goals (target: 3 teachers per cohort).

Student ALP Goal Achievement:

Progress monitoring data and end-of-year (EOY) ALP reports (target: 70% of students meeting their ALP goals).

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 other district priorities, particularly the development of students' academic mindsets. By improving ALP content and focusing on meaningful, measurable goals, we are encouraging students to take ownership of their learning, set challenging yet attainable goals, and engage in self-monitoring. These practices align with fostering a growth mindset, where students are encouraged to reflect on their progress, embrace challenges, and develop resilience in the face of academic obstacles. The integration of these priorities will support students in becoming more self-directed learners, which is a key district focus.

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

Meryl Faulkner