

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.

Programming

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 consistently received feedback indicating a need for increased support in advanced differentiation for our teachers. Although various strategies have been provided, the following concerns have emerged:

From Students:

- Lack of opportunities to excel in the classroom.
- Uncertainty on how to delve deeper into assignments.

From Teachers:

- Insufficient time to plan for advanced differentiation.
- The curriculum is not designed to support advanced differentiation.

From Parents:

- Students report feeling unchallenged or "bored" in the classroom.

Our elementary specialists have focused on teaching advanced math and reading groups for the past eight years. This school year, we transitioned to enrichment groups, emphasizing critical thinking and creativity. As part of this new approach, we are concentrating on implementing the Depth and Complexity (D&C) framework to better support students and teachers in enhancing their academic depth.

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 will target advanced academic performance. While many of our gifted students are achieving at the "Meets" level on CMAS, our goal is to increase the percentage of students who reach the "Exceeds" level. We believe that with appropriate support, students can learn how to engage more deeply with content and surpass current performance expectations.

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

Objective:

Support classroom teachers and students through Tier 1 and Tier 2 interventions using Depth and Complexity (D&C) strategies.

Action Steps:

Train GT department in Depth and Complexity level 1 and 2

Start a focus group in Fall 2025 for a cohort of teachers on D&C strategies during District Professional Development

Measure the success by tracking teachers' and students' use of D&C strategies.

Review CMAS scores to determine if there was a significant increase in student moving from meeting to exceeding

Timeline:

School year 2024-25

GT (Gifted and Talented) specialists will undergo D&C training

GT Specialis will start teaching SEED and exploratory(enrichment groups) and GATE (SE groups) students D&C strategies in winter/spring 2025

Each GT specialist will choose at least one classroom teacher to work with for the 2025-26 SY and speak with their principal about the collaboration.

School year 2025-26

D&C cohort attend a full day PD on Depth and Complexity training with their respective co-teacher

D&C strategies are implemented in schools; GT specialists track students' use of D&C cheat sheets and gather qualitative data from classroom teachers on student engagement and performance in class.

April 2026: CMAS testing period.

School year 2026-27

August 2026: Review CMAS data from 2024 and 2025 to assess the initial impact, aiming for a 2% increase from 2024 to 2026 in students reaching the "Exceeds" level on ELA (31.2% to 33.2%) and in math (15.9% to 17.9%) by Spring 2026.

Continue to support cohort of D&C teachers

School year 2027-28

August 2027: District-wide training implementation.

Continued support of school staff by GT specialists in planning and Professional Learning Communities (PLCs)

April 2028: CMAS testing period.

August 2028: Review CMAS data

Explain how meeting this target will improve gifted student performance.

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

The Depth and Complexity framework offers straightforward, effective tools for differentiation across all grade levels and subjects. Comprising eleven key elements, this framework helps raise the cognitive level of classroom instruction.

Students and teachers' consistent use of D&C strategies will enable a natural progression toward more complex thinking, reducing the need for external prompts and fostering independent analytical skills.

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 Specialists

Accountable Person(s): GT Specialists, classroom teachers, GT students

Consulted Person(s): Nisia Patalan, Marjorie Oyler

Informed Person(s): Classroom teachers, GT students

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

Success will be assessed by:

- The frequency with which students and teachers utilize the D&C cheat sheets.
- Improvements in student performance within the classroom.
- Increased numbers of students exceeding expectations on the CMAS.

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 with the district's focus on Multi-Tiered Systems of Support (MTSS) for academic achievement. Depth and Complexity strategies enhance Tier 1 and Tier 2 differentiation, supporting classroom teachers in meeting the needs of advanced students.

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

Marjorie Oyler