

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.

Evaluation and Accountability 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.

When we look at CMAS data for gifted students in their identified area, most of our students are scoring in the "meets" or "exceeds" category. In 2024, 43.6% of students identified as gifted in reading scored "exceeds" on ELA CMAS. Grade levels varied between 71.8% in the "exceeds" category in 7th grade and 24% in 6th grade. In the same year, 42.2% of students identified as gifted in math scored "exceeds" on math CMAS. Grade levels varied between 72.7% in the "exceeds" category in 3rd grade and 24.3% "exceeds" in 7th grade. Overall, gifted student performance is high. However, when you look at the differences within the identified gifted student population, there are discrepancies. When we compare White/Asian students to non-White/Asian students, we see that the percent of students scoring in the "exceeds" category is lower for non-White/Asian. In ELA, the difference is smaller (43.6% compared to 45%) than it is in math (43.8% compared to 30.4%).

Determine the student performance priority this program element will address.

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

Thompson School District (TSD) will work to reduce the gap in achievement between White/Asian students and non-White/Asian identified gifted students in their strength area.

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

By the end of the 2024-2025 school year, Thompson School District will reduce the achievement gap on CMAS Math scores between White/Asian students and non-White/Asian students by 7%. By the end of the 2024-2025 school year, Thompson School District will reduce the achievement gap on CMAS ELA scores between White/Asian students and non-White/Asian students by 2%.

Action Steps:

All math teachers in the district will be trained using All Learners Network, a private firm dedicated to improving math instruction in school.

Teachers will implement High Leverage Assessments as common assessments to monitor students' learning and achievement in math three times throughout the year.

Teachers will implement Common Formative Assessments in writing to monitor students' progress in writing three times throughout the year.

Gifted educators will engage in PLC work in writing, utilizing "The Writing Revolution 2.0" as their anchor text.

Teachers will implement strategies from the text in their writing instruction and discuss student work in their PLCs.

The Gifted Education Administrator will work with the Curriculum and Learning Team to train principals and instructional coaches on quality tier 1 writing instruction for gifted students.

Explain how meeting this target will improve gifted student performance.

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

This goal will address the achievement gap between White/Asian and non-White/Asian students on CMAS in their identified area. We aim to reduce the gap in math (currently 43.8% exceeds compared to 30.4% exceeds) by 7%. We aim to reduce the gap in ELA (currently 45% exceeds compared to 40% exceeds) by 2%.

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):**

Carol Swalley, Gifted Education Administrator - responsible for decision making, implementation, progress monitoring, and review.

Gifted education teachers - responsible for implementation and progress monitoring

Director of Curriculum, Learning, and Design - responsible for decision making and review

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

We will use CMAS to determine our progress on this goal.

Interim measures - iReady, common formative assessments in math and writing

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. The district UIP goal is the same - reducing gaps in achievement in reading and math.

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

Carol Swalley