

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.

From our previous GEM cycle, an area to focus on is programming. "Programming and differentiated instruction is not consistently meeting gifted learners needs across the district"

12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);

12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

Determine the student performance priority this program element will address.

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

Our district UIP has identified two SPP

#1

"Based on both district and state growth data, literacy and math growth at the elementary and middle school levels have declined compared to pre-pandemic data in 2019."

This trend is similar when we disaggregate GT learners: Literacy and Math has declined at the ES level. Literacy has had no change at the MS level and Math has had an increase at the MS level

#2

"Based on both district and state achievement data, elementary and middle school literacy achievement data have declined significantly compared to pre-pandemic data in 2019"

This trend is similar when we disaggregate GT learners: Literacy achievement at both level has declined but the decline at the MS level is much larger.

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

When considering the SPP and our district CMAS data disaggregated by GT. We have set the following targets

GT Disaggregated

Elementary CMAS ELA MGP

2019 - 58.5

2024 - 53

Target 2025 - 58.5

Target 2026 - 63

Elementary Math MGP

2019 - 66

2024 - 61

Target 2025 - 63

Target 2026 - 66

Middle CMAS Achievement ELA (scale score)

2019 - 783

2024 - 776.3

Target 2025 - 780

Target 2026 - 783

Explain how meeting this target will improve gifted student performance.

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

This target aligns with our district focus to address achievement and growth declines in ELA and Math in elementary and middle school students.

Meeting these targets would return the growth and achievement of our gifted learners back to the level prior to the pandemic.

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):**

The action steps detailed for each district major improvement strategy will be implemented by the AAGS Director and Assistant Director and in collaboration with other Learning Services Directors.

MIS 1: intentionally plan, both individually and collaboratively, to implement instruction for each student to ensure access to rigorous and relevant grade level learning.

Action Step # 1: Provide professional learning for all gifted and talented advocates aligned to coaching teams and individuals in planning for student learning aligned to grade level standards.

Action Step #2: Provide professional learning for all gifted and talented advocates aligned to facilitating teams

of teachers in participating in collaborative learning models that support deprivatizing practice and focus on effective and culturally responsive instruction.

MIS 2: intentionally plan, both individually and collaboratively, to engage students in learning partnerships that foster a sense of academic and social belonging.

Action Step #1: Provide professional learning for all instructional coaches aligned to coaching teams and individuals in planning for inclusive learning environments for all students.

Parties

1. ED of Professional Learning and Strategic Alignment and AAGS Director & Asst. Director
2. ED of Professional Learning and Strategic Alignment and AAGS Director & Asst. Director
3. ED of Professional Learning and Strategic Alignment, AAGS Director & Asst. Director, MTSS Director, and ITLS Director
4. Learning Services leadership, principals, Capacity Builders (GT Advocates)

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

Each MIS will be monitored by a rubric. The action steps of the AAGS Department are aligned to the outcomes in the rubric. The AAGS Department will use the same rubrics to monitor the implementation of action steps related to the professional learning of GT Advocates.

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 our district priorities. Our district strategies to support SPP are also strategies that we will implement that directly impact the SPP for gifted learners.

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

Lynn Saltzgaver