

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.

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.

Sheridan ALPs were non-compliant during the state Gifted Education Monitoring process. ALP's were updated and placed in a shared Google folder. We will move all ALP folders and documents into Enrich beginning of 25-26 school year. When ALPs were not completed they could not be shared with families so there was very little engagement.

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 align support from schools and family for the students. The students will be able to see how school, ALPs, family understanding, and teacher support aligns.

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

Beginning the 25-26 school year, new ALPs were developed with state support and will be accessible in Enrich. All documents in existing cumulative folders will also be uploaded. Building capacity in elementary, middle and high school will continue to be strengthened. Will enable classroom teachers to share ALPs with families and increase communication and engagement.

A representative from CDE Office of Gifted Education will come in the Fall of 2025 to a training at all three levels of basic gifted education and connection to writing an ALP.

This training will help staff have more of collaboration with students and families around ALPs.

Explain how meeting this target will improve gifted student performance.

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

This will increase number of ALPs shared with families in person. This is at 20% (Fall 2024) and want to increase to 60% (by Nov 2025) based on signed ALPs.

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): Sarina Compoz and classroom teachers

Accountable Person(s): Sarina Compoz

Consulted Person(s): Gifted building staff, school principals

Informed Person(s): district leadership

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

100% compliant ALPs and all bodies of evidence uploaded in Enrich. This will increase number of ALPs shared with families in person. This is at 20% (Fall 2024) and want to increase to 60% (by Nov 2025) based on signed ALPs.

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?

Sheridan just rewrote the mission and vision to include more community engagement and intentional parent meetings. This goals helps work towards the new mission and vision.

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

Sarina Compoz