

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.

This improvement strategy is a continuation of our work from the 2024-25 academic year, with a sharpened focus on improving family communication and transparency around Advanced Learning Plans (ALPs), gifted programming, and school transitions. Feedback from the 2024-25 Perception Data Survey indicated persistent communication gaps and limited awareness among families regarding GT services, identification procedures, and the Gifted & Talented Advisory Council. By increasing the clarity and accessibility of information through regular updates, including adding gifted education content to individual school websites and involving parents more intentionally in ALP goal-setting, we aim to strengthen trust, improve collaboration, and empower families to better support their gifted learners. These improvements are essential to fostering meaningful engagement, enhancing program accountability, and ensuring that families feel equipped to partner with schools in supporting both the academic and affective development of their children.

Determine the student performance priority this program element will address.

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

Defining the primary goal: Closing communication gaps and increasing awareness of GT resources and the advisory council.

Clarifying impact measures:

Increased family engagement in ALP development (measured via survey and participation rates)

Higher parental confidence in understanding GT identification (via perception surveys)

Higher student engagement in self-advocacy and ALP goal setting (tracked in school-level data)

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

August 2025 – Update the LPS Gifted & Talented website to improve clarity and accessibility. Revisions will include a more user-friendly GT Overview, updated ALP guidance, a simplified identification process summary, and enhanced communication pathways for families.

September 2025 – Host a district-wide "Understanding Giftedness and ALPs" presentation for both parents and students to build shared understanding and foster engagement. This will be based on the the "Understading Giftedness Guide" and "ALP's what you need to know docs, which will be distributed at the event. Also in September, hold a Family Game or Activity Night to officially launch the GTAC year and promote community involvement.

October 2025 – Focus GTAC efforts on refining the ALP development and review process, with the goal of ensuring more meaningful collaboration and alignment with student strengths and needs.

November 2025 – Revamp the structure of the GT Advisory Council to increase family participation. Strategies will include direct invitations to families and greater promotion through school newsletters, emails, and social media.

February 2026 – Finalize and launch a revised Perception Data Survey featuring more specific questions on GT identification and family-school communication.

March/April 2026 – Distribute the survey to families, students, and staff, and collect data.

Throughout the Year – Coordinate and host school- or level-based GT Family Nights to foster ongoing engagement and support at the local level.

June 2026 – Analyze the survey data and insights from family events to inform continuous improvement efforts and revise strategy as needed.

Explain how meeting this target will improve gifted student performance.

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

The 2021 and 2025 Perception Data Surveys continue to highlight critical needs in communication and family engagement within the LPS Gifted & Talented (GT) Program. In the 2025 survey, only 50.3% of parents agreed that their child’s school communicates effectively about their gifted needs, and just 42.8% felt the GT program is responsive to feedback and improvement. These responses affirm that communication remains a significant challenge across the district.

Parents voiced concerns about the lack of GT programming visibility on school websites, infrequent updates on services, and a general feeling of exclusion from the ALP development process. Additionally, they highlighted concerns that ALPs often feel like “checkbox” exercises, and a lack of support for affective needs and academic continuity, especially during transitions to middle and high school.

By directly addressing these areas—through consistent website updates, school and district-wide family events, more meaningful and collaborative ALP development, and improved communication loops—this plan seeks to empower families and promote equity across the GT program. The goal is to foster a more inclusive, responsive, and transparent environment that better supports the academic, emotional, and developmental needs of gifted learners. These enhancements will strengthen student self-advocacy, improve alignment between home and school, and ensure gifted students are both challenged and supported throughout their educational journey.

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):**

1. Responsible Person -- Julia Shannon & School Based Gt Facilitators

2. Accountable Person -- Julia Shannon, Gifted & Talented Specialist

3. Consulted Persons -- Carla Burnell Director of Student Support Services, LPS Superintendent Staff, GTAC Executive Council

4. Informed Persons -- District Administrators, Entire GTAC community, GT Facilitator

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

Parent and Student Perception Surveys: Improvements in communication clarity and awareness.

ALP Participation Data: Higher student and parent involvement.

Educator Feedback: Evaluation of resource effectiveness.

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 initiative aligns with LPS Board of Education priorities by:

Ensuring postsecondary preparedness with ALP guidance.

Supporting safe and inclusive learning environments through transparency.

Fostering impactful community partnerships via advisory council participation.

Major Improvement Strategy 2 (Optional)

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.

The 2025 LPS Gifted & Talented Parent Survey highlighted a significant need to strengthen programming and support for GT students in middle and high school. Many families expressed concern over students losing momentum after elementary school, citing a lack of continued challenge, fewer opportunities for peer connection, and inadequate transition supports. While enrichment opportunities in early grades were praised (e.g., Battle of the Books, Mathletes), parents noted a sharp decline in accessible and meaningful programming at the secondary level.

Families requested broader honors and enrichment options beyond just ELA and math, more visible clustering or advisement models to connect GT students, and specific recognition structures to validate student talent and growth beyond the identification process. Respondents also pointed out that middle and high school GT services often appear inconsistent or unclear, leaving students without a sense of belonging or academic identity.

Determine the student performance priority this program element will address.

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

Maintain academic momentum and challenge for GT students throughout middle and high school.

Strengthen social-emotional and academic identity development through peer community and recognition.

Address engagement and differentiation gaps through improved program offerings.

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

May - August 2025 -- Advocate at all high schools for a pilot of clustered advisement groups where GT students can meet in advisory blocks for community-building and support.

September 2025 – Host stakeholder input sessions (students, families, counselors) to define characteristics of meaningful GT experiences at secondary levels.

October 2025 - January 2026 – Collaborate with school counselors and GT staff to identify pathways for expanding advisement models and enrichment electives.

February 2026 – Launch a secondary GT Recognition Framework, including local options for showcasing student projects, academic growth, and leadership.

March–April 2026 – Survey student and staff feedback on pilot programs to determine expansion feasibility.

May–June 2026 – Develop long-range recommendations for building-wide implementation of clustered advisement and recognition systems.

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 directly address the programming and engagement drop-off reported by parents and students in the 2025 survey. By creating structured spaces—such as clustered advisement groups—where GT students can connect with intellectual peers, we support not only academic continuity but also essential social-emotional development. These communities provide a sense of belonging, which increases motivation, school connectedness, and self-advocacy.

Implementing student recognition systems allows GT students to see their growth and contributions formally acknowledged, which is particularly important during the identity-forming years of middle and high school. It moves the GT experience beyond a one-time identification and creates an evolving sense of purpose, academic pride, and forward momentum.

Additionally, increased visibility and consistency in secondary GT services will help students maintain challenge through differentiated enrichment and expanded course pathways. When students are engaged, recognized, and connected, their achievement and personal development are more likely to flourish. This strategy positions LPS to better serve its advanced learners through responsive, developmentally appropriate supports.

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):**

Responsible: Julia Shannon, GT Facilitators at secondary campuses

Accountable: Julia Shannon

Consulted: School Counselors, Building Administrators, Student Voice Panels, Carla Burnell (Director of Student Support Services), LPS Superintendent Staff, GTAC Executive Council

Informed: District Administrators, GTAC community, GT Facilitators

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

Participation rates in clustered advisement groups

Positive feedback from students regarding connectedness and peer support (via student surveys)

Implementation of student recognition models across campuses

Increased enrollment in enrichment or honors courses beyond core requirements

Qualitative teacher and student feedback regarding program clarity and visibility

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?

Equity and Inclusion: Builds more consistent access to services across schools

Mental Health and Belonging: Supports affective needs through peer advisement

College and Career Readiness: Reinforces identity and readiness through recognition and challenge

Community Engagement: Incorporates student and parent voice in program design

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

Julia Shannon