

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.

ALP Procedures and Responsibilities

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.

Feedback from our 2025 GEM monitoring visit identified the lack of consistent, documented ALP timelines and procedures across K–12 as an area of growth. While many students had goals in place, there was significant variability in timing, progress monitoring, and support structures. In response, this year's focus will be on creating and implementing clear ALP timelines, increasing student ownership of goal setting, and integrating ALP planning into broader support systems (e.g., ICAPs at the high school level). This effort aligns with IB district goals around learner agency, system coherence, and personalization of instruction.

Determine the student performance priority this program element will address.

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

Increased student ownership of learning through timely goal-setting and regular reflection/check-ins to support growth in both academic areas of strength and affective domains.

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

Finalize and communicate K–12 ALP timelines and responsibilities August 30

Train GT staff and classroom teachers on updated procedures September 15

All ALP goal-setting (K–12) completed October 31

K–8 progress monitoring checkpoint #1 January 15

K–8 progress monitoring checkpoint #2 April 15

High school student support check-ins (based on tiered need) Monthly or more (for Tier 1), Quarterly (for Tier

2) or by May 1 (for Tier 3)

End-of-year ALP quality audit and stakeholder survey May 31

Explain how meeting this target will improve gifted student performance.

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

GEM Monitoring feedback

CDE guidance on ALP timelines and student involvement

District priorities around learner agency and whole-child growth

ICAP integration as required at secondary level

Informal feedback from students and GT teachers indicated that clarity and consistency in expectations was needed to maintain student engagement and follow-through

Timely and student-driven goal setting improves engagement, self-regulation, and metacognitive awareness—all critical characteristics for gifted learners. Adding regular checkpoints builds reflection skills and supports teacher intervention when needed. This consistency ensures that students with exceptional abilities are appropriately challenged, monitored, and supported throughout the year, reducing underachievement and increasing personal ownership of growth.

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): Ada Friedman, Ali Dinsmoor, Lauren Waldron

Accountable Person(s): Ada Friedman, Ali Dinsmoor, Lauren Waldron, Chris Elliott, AMS Principal, Ashley Bodkins, Sarah Strassburger

Consulted Person(s): Darlane Evans (/regional GERC), Heather Baskin, Amy Graefe

Informed Person(s): Stakeholders

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

% of students with ALPs completed by Oct 31 (disaggregated by level)

Progress monitoring evidence submitted for both checkpoints

GT teacher feedback

Student self-assessment and end-of-year survey responses

Audit of ALP goal quality and support differentiation

Evidence of alignment with ICAPs at the 9–12 level

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 supports district-wide priorities in personalized learning, social-emotional growth, and equitable

access to advanced learning opportunities. The integration of ALPs with ICAPs at the high school level builds coherence between gifted education, counseling, and post-secondary readiness initiatives.

The development and monitoring of student-driven ALP goals directly align with the International Baccalaureate (IB) framework by fostering learner agency and supporting the Approaches to Learning (ATL) skills—particularly reflection, self-management, and goal-setting. Embedding these practices into our ALP process ensures that gifted students are not only academically challenged but are also developing the metacognitive strategies needed to thrive as lifelong learners within the IB continuum.

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

Ada Friedman