

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.

Identification 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.

Centennial BOCES GTAU consists of 10 rural school districts. After reviewing October count data, the AU continues to struggle with identification of under-represented populations, specifically in the area of ethnicity as it relates to ELL students.

The gifted population identified as under-represented, based on Latino and Hispanic GT students in our AU, based on October count, for the 2024-25 school year, is 17.5% which indicates that 51 out of the 292 gifted students in the AU identify as Latino and Hispanic. In the 2023-24 school year, it was also 17.5% as there were 52 students in the AU identified as Latino and Hispanic out of 297 gifted students in the AU. In the 2022-23 school year, there were 45 students out of 293 gifted students in the AU for a total of 15.3%. Having one qualifying piece of data in addition to a strong body of evidence has slowly started to impact our identification of ELL learners, particularly our Latino and Hispanic gifted students.

Determine the student performance priority this program element will address.

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

The student performance priority this will address is identification of under-represented populations, specifically ELL students. Currently, every district in the GT-AU administers the CogAT to all 2nd grade students and some districts also screen their middle school students.

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

1. Every school/district gifted coordinator will meet with the ELL department/teacher to review ACCESS scores

during the 2025-2026 school year.

2. ACCESS scores will be used to identify students that may need further investigation by the end of the 2025-2026 school year.

3. A body of evidence will be created for each ELL student that has showed more than two years growth on the WIDA assessment within one year.

4. Districts in the GT-AU that have higher amounts of gifted students in under-represented populations, specifically ethnicity, will share what they are doing to identify gifted learners.

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 improve gifted education student performance by first identifying students that may be ELL learners as well as gifted learners. If an ELL student is also identified as gifted, an Advanced Learning Plan will be created to address his/her goals and appropriate programming to meet his/her needs.

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):**

Dr. Nicole Jackson will review with the GTAU group how ACCESS scores can be used as a qualifying piece of data with school/district coordinators again in September 2025 as new coordinators will be joining the group while others have left the GT role. Nicole will also be facilitating discussions during monthly GTAU meetings around the identification process as it relates to ELL learners to include characteristics of gifted ELL students.

Individual school/district coordinators will be responsible and accountable for meeting with the ELL department/teacher to review ACCESS scores, identify students that may need further investigation and create a body of evidence for each ELL student that has showed more than two years growth before the end of the 2025-2026 school year.

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

The measures used to assess the success is districts/schools are able to find ELL students that may not have been identified and create a body of evidence that may lead to gifted identification. The goal is to increase identified ELL students in our GTAU.

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?

Many districts in the GTAU are focused on increasing academic performance in their underrepresented populations.

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

Nicole Jackson