

## 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.**

Since the 2022 UIP submission and GEM, feedback and achievement data was analyzed for future improvement. Further, the 2024 UIP submission to update goals and data analysis required some more concise instructional programming shifts, in particular to mathematics GR2-12 due to slight declines in achievement. However, G/T students are continuing to perform above the state average and have predictable variability from year to year, despite high performance rates. Previous Goal:

One area for growth was the inclusion of Creative & Productive Thinking identification processes and expanding options for student programming other than that of academic. Currently, 16% of students in D12 are identified gifted (39% Creative, 20% General Intellect, 58% Math, 37% Multiple, 53% Reading, 3 students with Dance, and 3 who are psychomotor). We feel our numbers are healthy for such a small district and we are careful not to boost numbers for the sake of identifying due to human capital constraints. Updated goal: Use caution when using PCA as a grade-level screener as FTE adjustments may limit service delivery intention. If referred, Interventionists may complete the PCA to add specificity to student needs and articulate goals.

Determine the student performance priority this program element will address.

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

While Math and ELA achievement for gifted students continues to be a strength in D12, students who are gifted in other areas vary by grade/school/programming models. Each elementary campus has slight variability, due to campus focus, PLC goals, leadership capacity, case loads, etc. but one of the student performance priorities in the district UIP, other than math achievement is affective regulation. Some of our students who aren't typical compared to other gifted peers require support outside of the regular programming. Update: With the 2024 District UIP math focus, we are looking more closely at G/T growth as it relates to longitudinal analysis. As

schools are able to narrow their overall focus to mathematics, additional layers of the student data (like growth) are analyzed to understand gaps in student understanding. Even with the extremely high performance of our G/T students, local measures are monitored closely.

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

Increase Creative & Productive Thinking identification identification (1-2 students per year) but ensure programming aligns with campus capacity.

Continue calibrating PCA scoring among elementary interventionists and discuss case studies at monthly meetings. PLC days (5 throughout the year) may be used to collaborate on ALP goals, student outcomes, and a review of student status and progress.

Update: Target was met at the elementary level but not across the board, due to two schools screening and other on consult/referral only. Universal screening of PCA will discontinue for next year due to staffing cuts and feedback from secondary schools that are not able to provide direct services, but rely more heavily on strategic scheduling. PLC continues to be an asset to G/T team, along with monthly in-person meetings for PD and collaboration and Case Study discussions 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?**

In all grades, all students met the 90% or higher Met or Exceeded on the 2024 CMAS, showing that gifted students are doing well. However, we have exceptions to typical peers who require opportunities to either expand their identification categories or qualify for specific instruction in the area of Creative & Productive Thinking. At one pilot school during the 2023-2024 school year, several gifted students declined in their achievement until they were provided the opportunity (though PCA and creative identification) to receive small group intervention to meet affective goals. Once students were provided an innovative way to demonstrate their thinking, we saw a vast difference in how they demonstrated their core content assessments. It provided a "freeing," safe space for students to excel, despite their already gifted identification.

Update: An unexpected discovery lead to more careful scrutiny of accelerating students too quickly and/or using PCA screener for all students. More differentiated instruction within classrooms through consult by Interventionist will be needed due to staffing cuts. At the same time, G/T services will need to become more comprehensive, not narrow, focusing on one particular skill/concept.

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. Gifted Interventionists at each campus
2. Student Achievement Coordinator/Assistant Superintendent
3. Campus Principals and MTSS teams, Classroom Teachers
4. Students, Parents

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

Recalibrate scoring of PCA and qualifying criteria for Creative & Productive Thinking identification at October G/T Interventionist meeting.

Audit identification rosters by building and by category after each quarter.

Monitor instructional programming by campus and compile what offerings buildings are able to sustain with current staff.

Reevaluate initiative at the end of May with district and building staff to prepare for visions for the 2025-2026 school year.

Update: We will continue to monitor programming at each elementary campus and realign continuum of services to ensure equity among all students. Cease screening intermediate students (w/in one grade level) using the PCA and use more of a targeted model so there is a higher likelihood for services after identification.

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?**

One of the districts priorities is Teaching & Learning, which includes differentiated instruction and programming. Gifted services fits within this priority and also supports the 2024-2026 District UIP goal of improving math achievement in GR7-12. Student well-being is another district goal and while most gifted students are high achievers, some do become frustrated and struggle with affective goals. By exploring students non-core academic strengths, staff can differentiate programming to meet their specific needs.

Update: District priorities continue as set in prior years with frequent monitoring by school and district teams, with regular reports to BOE.

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

Stacy Aldridge