

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.

CSI's rate of identification of students in need of gifted education services (3-4%) continues to be 4 percentage points below the state rate. As a statewide entity, an overall identification rate matching the state rate would be expected.

When looking at subgroup performance using Donna Ford's Representation Index, CSI has underrepresentation of the following groups of students: Black (0.50), Hispanic (0.48), SPED (0.41), MLL (0.16). When considering all students with disabilities (504 & IEP), the representation index is equitable (1.14).

CSI has identified root causes to explain the overall low rates of identification and inequitable representation for some groups of students in gifted education:

1. Lack of consistency in implementing CSI Identification Guidance, including reliance on guidance that emphasized three qualifying data points. (CSI conducted training on the new guidance in January 2024 and 2025, however implementation across schools varies).
2. Inconsistent implementation of Universal Screening. (CSI has participated in universal screening grant but cannot mandate participation until full funding exists.)
3. Heavy reliance on teacher referrals for schools not participating in universal screening. Teacher lack of understanding gifted traits is impacting referrals.
4. Schools have not received training on ACCESS for ELLs which could increase identification in the MLL subgroup (Initial training to be completed April 2025).

The 2024-2025 school year served as the initial implementation year for our plan to improve identification procedures. The following actions were completed:

- CSI developed process for validating October Count and End of Year Gifted Data
- CSI developed training materials and written guidance for the following: Validating Gifted data through

October Count and End of Year, Implementing Statewide Gifted Identification Criteria, Using ACCESS Data for Identifying Multilingual Learners

- 100% of CSI schools participated in Implementing Statewide Gifted Identification Criteria
- 100% of eligible CSI schools participated in Universal Screening at 2nd and 6th grade
- CSI's Gifted Director held at least one in-person meeting with School Leader and Gifted Lead at 100% of schools identified for targeted support

We will measure overall identification rate and subgroup rates against our targets in October 2025.

Determine the student performance priority this program element will address.

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

This plan addresses the student performance priority of equitable access to gifted education services. By improving the identification procedures, CSI aims to ensure that all students with advanced learning potential, regardless of background or demographics, have an equal opportunity to be identified and supported through gifted education programs.

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

AU Identification Rate:

October 2025 target = 4.0% October 2026 target = 4.5% October 2027 target = 5.5%

Black student RI:

October 2025 target = 0.60 October 2026 target = 0.65 October 2027 target = 0.70

Hispanic student RI:

October 2025 target = 0.60 October 2026 target = 0.65 October 2027 target = 0.70

MLL RI:

October 2025 target = 0.30 October 2026 target = 0.35 October 2027 target = 0.40

Actions:

Require all schools to participate in Universal Screening for grades 2 and 6. School assessment and testing window selection Aug 2025

Analyze CSI-wide ACCESS data against CDE Gifted Qualifying Criteria. Sept 2025

Provide training and written guidance on October Count Data Validation to School Data Submissions and Gifted Leads. Sept 2025

Collect and analyze baseline data on October Count corrections needed. Oct 2025

Review October Count data against targets and adjust actions steps as needed. Nov 2025

Develop asynchronous training on Traits of Giftedness and monitor participation data. Nov 2025

Provide required Gifted Identification Training. Jan 2026

Provide targeted supports for schools identified in November which may include: in-person meeting with school leader; development of written identification procedures; CSI data screen of state assessments resulting in student referral to school; CSI facilitation of body of evidence review team meeting. Q3 and Q4.

Provide Identifying MLs training to Gifted Leads and ELD Coordinators. April 2026

Analyze Universal Screening outcomes data. May 2026

Collect and analyze End of Year corrections against October Count corrections. June 2026

Explain how meeting this target will improve gifted student performance.

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

Increased identification accuracy and equity will help CSI:

1. Close performance gaps for underrepresented groups in gifted education, potentially leading to better academic outcomes for these students.
2. Enhance academic growth and achievement across the board by providing appropriate resources and support for gifted students.
3. Improve overall student engagement and performance by challenging students at their instructional level, fostering higher levels of critical thinking, and supporting their unique strengths.

Ultimately, the priority is to create a fair and inclusive system that identifies all students who could benefit from advanced learning services, thereby supporting CSI's overall academic performance and growth goals.

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):**

CSI's Gifted Lead (Kim Caplan) is responsible for universal screening, developing and providing training and supports to schools.

CSI's Data Submission team will assist in communicating procedures for data validation for October and End of Year Count with school data submissions; assist in analyzing corrections needed data

CSI's Accountability team will assist in state assessment data screenings, including ACCESS.

CSI's ELD Coordinator collaborate regarding training and ACCESS data analysis.

Gifted Leads are responsible for participating in trainings and implementing school level identification procedures.

School Leaders at schools identified for additional support related to identification are informed about universal screening and identification procedure development.

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

Data to be collected is:

October Count corrections needed

October Count identified student counts

Training attendance

Universal screening request for reimbursement and end of year reporting

Data collection on ACCESS referrals for ID

End of Year corrections needed and End of Year identified student counts

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?

Over the past five years, CSI has seen an increase in service to traditionally under-served populations, including students with disabilities, students with a 504, and multilingual learners. Academic growth gaps for these subgroups are apparent and these sub-groups are underrepresented in gifted education.

To address growth gaps CSI's UIP and ESEA Plans include a major improvement strategy to provide targeted

performance oversight, increased coaching and training to schools related to evaluating core programming, improving MTSS structures and providing targeted interventions and supports. Likewise, the Gifted Annual Plan includes targeted performance oversight and increased coaching and training to improve identification rates overall for these targeted 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

Kimberly Caplan