

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.

Based on the feedback from parents, students, and site coordinators during the GEM it was very evident and a common theme our Site Coordinators would like to think creatively to carve out more consistent time with our Gifted Students.

A collaborative approach in the development and ongoing monitoring of the ALP will impact how programming is initially developed, as well as how it may need to be adjusted throughout the academic year to best meet the needs of students. This will include input and/or feedback from all stakeholders including students and families. This allows time for Site Coordinators to collaborate with the students and teachers to adjust programming based on current student data and progress toward goal attainment.

Determine the student performance priority this program element will address.

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

Student Performance Priorities: Student programming is driven by the information recorded in the Advanced Learning Plan (ALP) for their Academic and Affective Goals. Programming strategies used for each student are based on the student's identified area(s) of strength, interests and affective considerations.

Alignment to assessment data is a way to see articulation in programming as it grows from year to year to ensure a series of connected goals that help the student thrive over time.

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

benchmarks and dates.

Targets:

By October 1 2025: The district coordinator will support Site Coordinators in the the creation of ALP's.

By November 30 2025: The district coordinator will meet with every school Site Coordinator to gain knowledge about what is currently taking place for that school and what next steps are for developing time for intentional ALP conferencing.

By February 28 2026: The district coordinator will have next steps planned/mapped out (and implemented if available) that will support the conferencing with Gifted Students to discuss their ALP Goals, Progress and Adjustments needed with their Site Coordinators. (Special Services admin can support in meeting with building admin to help facilitate scheduling possibilities).

By May 2026, have a schedule in place (either currently being implemented or a plan for implementation for the 2627 school year) for every district building that facilitates regular BOY, MOY and EOY meeting times to create the ALP, update, adjust and note progress.

Explain how meeting this target will improve gifted student performance.

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

Based on student interviews and surveys, students were unsure of their identification areas, what their programming was and how to provide their input to create an ALP that felt effective for their needs and goals.

Providing this dedicated time at the building level will support in a more collaborative and intentional ALP creation and implementation process to ensure Gifted Students are actively working toward their goals, learning to adjust as needed, and following through.

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):**

District GT Coordinator: Meeting with Site Coordinators in buildings to learn the current set up of each building and discuss possible options.

Special Services Admin: Supporting District GT Coordinator with the appropriate resources to ensure this critical time is prioritized at the building levels. Working with building admin to ensure this time is a priority.

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

A documented plan that lists each building's implementation of school-wide collaborative planning for BOY ALP creation including student and family involvement. As well as what is needed to implement MOY and EOY conferences and updates.

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?

DCSD mission statement is Caring, Challenging, Learning... Every Student, Every Day. As a district we are building out our PLC processes to ensure we are giving every student what they need. Ensuring an intentional,

collaborative process for creating and monitoring ALP's will keep goals, needs and adjustments in the forefront of building PLC's and conversations to ensure intentional planning around the needs of our Gifted Students.

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

Sissily Brown / Wendy Pyott