

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.

As determined by D2 Gifted Education Facilitators, continue progressing towards equitable identification based on gender.

SY 21-22: Male - 59.2% Female - 40.8%

SY 22-23: Male - 58.2% Female - 41.8%

SY 23-24: Male - 53.7% Female - 46.3%

SY 24-25: TBD based on July data

Determine the student performance priority this program element will address.

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

Priority improvement regarding equity for all.

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

SY 25-26 (Action steps/timeline)

* offer training to classroom teachers on observation inventories for gifted referrals

* work sessions with gifted education facilitators on data including I-Ready, CMAS which may indicate the need for a student to enter identification process

* assess new students to the district.

SY

24-25 (Benchmarks/Dates)

* quarterly review of individual school over gender enrollment versus identified as gifted

* end of first semester - increase female identification by .5%

* end of second semester - additional increase of female identification by .5% for an end of year total increase of 1%

Explain how meeting this target will improve gifted student performance.

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

Through various program options, gifted students receive additional academic and social emotional support. By identifying more females, they will receive these supports resulting in increased academic success as measured by district based measurements, I-Ready and CMAS (if applicable based on grade).

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. Responsible Persons - All staff members at the building level, special populations departments
2. Accountable Persons - Gifted Education Facilitators and coordinator
3. Consulted Persons - Gifted Education Facilitators and coordinator
4. Informed Persons - Gifted Education Facilitators and coordinator

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

Data provided by the Director of Data for D2 including but not limited to gifted identified students by gender specifically female and I-Ready and CMAS results for gifted female students.

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?

Equitable identification and services in all special populations is a priority of D2. The goal of continue to improve equitable gifted identification base on gender is convergent with D2 priorities.

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

Pattie Vail