

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.

Procedures for Parent, Family, Student Engagement

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.

The District wide parent night is a change from D20 PAC(Parent accountable committee) nights that were only reaching a small number of parents around 8-12. The TAG (talented and gifted) parent nights can involve many more in our community. This change was made based on feedback received from parents.

Determine the student performance priority this program element will address.

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

District- wide TAG Parent Nights:

The TAG EAC(Education and Administration Center) team will organize two district- wide parent nights each year, providing opportunities for parents to engage in learning about gifted learners. Sessions will include: Programming options for math explore advanced math opportunities for middle and high school gifted students. Programming options to include concurrent enrollment opportunities, advanced [placement courses, career and college planning tailored toward the gifted students.

Addressing Challenges for gifted learners: offering strategies to support gifted students in areas such as social-emotional development, executive functioning and managing perfectionism.

The District wide parent night is a change from D20 PAC nights that were only reaching a small number of parents as the parent's nights can involve many more in our community.

At each school in D20 the gifted and talented teachers will also engage their parent and family community by providing and maintaining a newsletter and website focusing on their community's needs.

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

benchmarks and dates.

TAG Parent Night will

- Increase parent knowledge and understanding of giftedness.
- Enhance parent engagement and involvement in supporting gifted learners.
- Develop a supportive community for families of gifted students

Timeline:

August/September: Preparation for session topics and session leaders for TAG Parent Night. Teacher newsletters sent to families.

October: Finalize agenda and schedule for TAG Parent Night. Parent night registration sent out.

November: TAG Parent Night. Survey given after event allowing for parents to provide feedback.

December: Preparation for session topics and session leaders for TAG Parent Night.

January: Finalize agenda and schedule for TAG Parent Night. Parent night registration sent out.

February: TAG Parent Night. Survey given after event allowing for parents to provide feedback.

March: Evaluate feedback survey from parents to help determine next year's parent engagement activities.

April: Develop calendar for 25-26 TAG parent nights.

Explain how meeting this target will improve gifted student performance.

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

Improving Gifted Student Performance:

1. Increased Parent Knowledge and Understanding of Giftedness:

- By equipping parents with comprehensive knowledge about giftedness, they will be better prepared to recognize and nurture their children's unique abilities. This understanding can lead to tailored support strategies at home, promoting academic motivation and enhancing performance.

2. Enhanced Parent Engagement and Involvement in Supporting Gifted Learners:

- Active parental involvement in education has been shown to correlate with improved student outcomes. When parents are engaged and informed, they can reinforce learning at home, advocate for appropriate educational resources, and collaborate with teachers to ensure their gifted children receive the necessary challenges and support, ultimately leading to higher academic achievement.

3. Development of a Supportive Community for Families of Gifted Students:

- A supportive community allows parents to share best practices and resources, fostering a collective approach to addressing the challenges faced by gifted learners. This collaboration can lead to more effective strategies being implemented at home and in school, creating an environment where gifted students feel understood and supported, which can significantly enhance their overall performance and well-being.

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):**

Responsible Persons: Jennifer Duarte & Nicole Knox

Accountable Persons: Jennifer Duarte & Nicole Knox

Consulted Persons: TAG parents, TAG teachers,

Informed Persons: TAG parents, TAG teachers, school personnel

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

1. Parent feedback from events

Aiming for 85-90% positivity of the night event from the parent survey

2. Parent registration for the events

Aiming to have over 100 parent participation for the evening (which will be a greater impact on our parent population than the previous PAC nights)

3. TAG teacher feedback on impact of events on their work (Gather feedback from the TAG teachers if this event has impacted their work in a positive or negative ways and how we can improve in the evening.)

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 our district's strategic priorities is to help foster connectedness with students and families. Bringing together our TAG parents helps to establish a community that surrounds our TAG learners, ensuring they receive needed supports, helps foster connectedness.

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

Jennifer Duarte and Nicole Knox