

## 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.**

CMAS Gifted Data Overall

General Intellect

30% exceeds expectations for English Language Arts (ELA)

10.2% exceeds expectations for Math

Reading/Writing

46.2% exceeds expectations for ELA

Math

24% exceeds expectations for math

PSAT/SAT Gifted Data Overall

General Intellect

50% exceeds expectations for Evidence Based Reading & Writing (EBRW)

22.7% exceeds expectations for Math

Reading/Writing

54.2% exceeds expectations for EBRW

Math

29.6% students exceeds expectations for Math

In reflection, the above data supports our need to focus our efforts on programming in each of our K-12 schools. This year, we will focus on differentiation within our Tier 1 program.

In the year 25-26, we will focus our efforts on tracking with use of common formative assessments based on the essential standards developed by our teachers and leaders.

Through our work with Solution Tree, we will established set intervention/extension time within each building to meet the needs of our GT and high performing students. Common formative assessments will support extension needs for our students.

Determine the student performance priority this program element will address.

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

Based on 2025 Math CMAS/PSAT/SAT, 50% of identified Math GT students will score at or above the 90th percentile.

**GOAL UPDATE 10/3/2025:**

Based on CMAS/PSAT/SAT- 49% of our identified GT Math students scored at or above the 90th percentile. We did not meet our goal.

Based on 2025 ELA CMAS/PSAT/SAT, 50% of identified ELA GT students will score at or above the 90th percentile.

**GOAL UPDATE:** 67% of our identified GT students scored at or above the the 90th percentile, meeting our goal.

All General Intellect identified students will show growth at or above the 50th percentile as determined by CMAS/PSAT/SAT.

**GOAL UPDATE 10/3/2025:**

67% of our GI Students were above the 50th percentile in growth on the ELA assessments; not meeting our goal  
68% of our GI Students were above he 50th percentile on the math assessments; not meeting our goal.

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

This year we will improve our programming for students at all levels; elementary, Jr. high, and high school. We as a GT team, to include, GT director of record, GT teachers, and administration will focus on the following action steps to accomplish our goal. The benefactors of this goal will be the identified GT students as well as instructional leaders.

GT teachers will collaborate with district literacy/instructional coaches/interventionists at the elementary and secondary level to build knowledge and provide instructional strategies and resources about our GT students in literacy. This will occur within the 1st semester of the 24-25 school year.

GT teachers, coaches, and administrators will join PLCs for ELA and/or Math to guide the discussion and answer the question, "What will we do If they already know it?" This will occur throughout the 24-25 school year.

GT Teachers will collaboratively design professional learning that will support differentiation for our GT students. This will happen during the first semester of the 24-25 school year.

GT teachers will hold professional learning to support differentiation within Tier 1 instruction. This will occur during the second semester of the 24-25 school year.

Elementary GT teachers will use a pull out model to address individualized ALP and student specific goals.

Students will be taught at a level that encourages conceptual understanding and self advocacy. Students will then be able to utilize both the academic and affective strategies in the general education setting.

Explain how meeting this target will improve gifted student performance.

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

Initially this target will build teachers knowledge through professional learning focused on differentiation within Tier 1 instruction.

Continuous collaboration with teachers through the PLC process will prioritize gifted students in daily lessons. Our student performance goal will be met through the improved collaboration and instruction.

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. GT teachers and consultants at all levels k-12, building administration, instructional coaches
2. GT teachers, instructional coaches, and classroom teachers
3. Directors of GT
4. District level instructional team, instructional staff members, families, board members

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

Qualitative data around differentiated instruction specific to GT students will be gathered from classroom instruction, PLC discussions, and collaboration with instructional coaches and interventionists.

We will also use CMAS/PSAT/SAT to determine the goal attainment of 90th percentile or higher in the students identified area. CMAS will be used for 3-8, 9th grade PSAT 8/9; 10th grade will use PSAT 10 and 11 and will use SAT.

We will use the median growth percentile for GI identified students who demonstrated growth at a minimum of the 50th percentile.

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?**

As a district we are joining the Solution Tree National Cohort for PLCs. Our action steps will directly correlate with the PLC process in meeting the needs of all levels of learners to include GT students.

We currently center our work around the TLC 3.0, the district's Teaching and Learning Cycle. Within this document and framework, differentiation is prioritized. Our action steps for professional learning will strengthen this component, ultimately providing specified instruction to our GT students k-12.

We will continue our work with Solution Tree in the 25-26 school year. The development of Common formative Assessments (CFAs) will support our data tracking and ability to adjust instruction for our Gifted learners.

Beginning the school year, we will launch lesson planning for all teachers based on a progression of learning of our essential standards. This will allow us to ensure our gifted learners are being taught with a rigor that meets and or exceeds grade level standards.

To begin the 25-26 school year, we will use our districtwide unit planning to address our gaps for our GT students by answering the the last PLC question, "What do we do if they already know the essential standard".

Common Formative assessments and data tracking will support us in meeting the needs of the students to ensure their learning is extended when appropriate.

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

Tricia Bentley