

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.

Evaluation and Accountability 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 part of the cohort 1, we have a Gifted Monitoring visit scheduling for the 2025-2026 school year. The visit will weigh our current practices against our Comprehensive Program Plan and will provide a roadmap for future growth.

Determine the student performance priority this program element will address.

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

We will use the feedback and finding from the GEM visit in order to positively impact student performance. Specific measures will be chosen after the GEM visit.

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

Timeline will be dependent on GEM dates.

Explain how meeting this target will improve gifted student performance.

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

The GEM visit is a full diagnostic of gifted services in our district aligned with ECEA rule. The feedback from the GEM will give us actionable steps that we can use to plan for the next five years. Because district leadership will look at our GEM report, it will improve visibility of our mission in the hopes of increased involvement from leadership and schools.

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 Person(s): District GT Specialist

Accountable Person(s): District GT Specialist

Consulted Person(s): Assistant Superintendent

Informed Person(s): Building GT Facilitators, Building Principals, Director of Curriculum and Instruction (tentative)

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

Successful completion of the visit and the required work prior to the visit. The receipt of the monitoring report and delivery of that report to district leadership.

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?

The GEM visit and subsequent report is convergent with our Board Priority 2--Academic Achievement: This provides an exceptional education for every student every day. We focus on academic achievement and growth through instruction, intervention, enrichment, and extracurricular opportunities.

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

Annette C Palmer