

## 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.**

Advanced Learning Plan Content

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.**

- Expanding ALPs to include instructional strategies for academic and affective needs for general education teachers to better support gifted students, fostering a shared responsibility for their education beyond project-based learning led by GT facilitators. We have examples other AU's use to do this, and have permission to share them. One we saw recently was referred to as an "ALP snapshot", designed as a one page "at-a-glance" tool for general classroom teachers.

Determine the student performance priority this program element will address.

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

This will to ensure that teachers who already have so much on their plates to begin with, have easy access to resources that will help meet the needs of the gifted students. Whether this be Depth and Complexity or just giving them ideas on compacting, it will be at their finger tips and ready to go.

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

Brain Storm ideas at Beginning of the Year Leadership Retreat.

Come up with a list that can be copied and pasted into Advanced Learning Plans.

Share out the list at the Beginning of the Year Gifted Facilitator Meeting.

Ensure that facilitators add this list to the students ALPs as they are developing them.

Explain how meeting this target will improve gifted student performance.

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

This will, again, give classroom teachers easy resources they can use to help their gifted students succeed. Again, gifted students are gifted all day long, not just for the short time that they are with the gifted facilitators. These resources, along with access to help from the gifted department, will help improve the gifted student performance

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- Diane Neff- Coordinator of Gifted Education

Consulted People -

Margaret Stanley- Gifted Education Specialist

District 49 Lead Team

Bethany Champlin

Charity Garner

Kelly Baun

Abigail LeBaron

Wendy Gearhart

Heather Wall

Accountable People-

Gifted Facilitators at each school

Informed

All Stakeholders

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

End of the Year Teacher/Admin Survey

- question will be added as to whether these resources are helpful or not.

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?**

Our school district is continually trying to find ways to meet the needs of all students within the parameters we are given. This will help to involve more people in the Advanced Learning Plans, while giving resources to meet the needs of these students as well as others.

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

Diane Neff