

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.

"The GEM Team found areas for continuous improvement at the elementary and middle school levels. This is largely due to the impact and capacity of current personnel - especially when students have impactful and purposeful ALPs to drive programming."

After meeting with district level staff, we agreed to focus on elementary and middle school programming. This priority will remain the same for the 25-26 school year.

Determine the student performance priority this program element will address.

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

Student Performance Priority:

Enhancing Personalized Learning Outcomes through Effective Implementation of Advanced Learning Plans (ALPs) and Targeted Educator Support

Rationale:

Personalized Learning: Prioritizing the effective use of ALPs ensures that each gifted student's unique strengths, interests, and needs are met, aligning with the GEM Team's findings.

Impactful ALPs: Strengthening ALP implementation makes them more meaningful and purposeful, directly improving the quality of education and engagement for gifted students.

Targeted Educator Support: Our plan is to focus on hiring and training an educator, along with a GT teacher, to provide services while being coached by the GT director of record, ensuring they continue their endorsement or Metro certification. This approach builds long-term capacity and consistency in gifted education.

Capacity Building: By equipping educators with the necessary strategies and resources, the program can better utilize personnel to enhance student outcomes and sustain improvements in gifted education.

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

Student Performance Priority

Enhancing Personalized Learning Outcomes through Effective Implementation of Advanced Learning Plans (ALPs) and Targeted Educator Support

Anticipated Annual Target:

- The majority of gifted students will meet or exceed the personalized goals outlined in their ALPs by the end of the school year.
- Most teachers responsible for implementing ALPs will report increased confidence and competence in using ALPs to drive instruction.

Action Steps:

Professional Development for Staff and New GT Teacher

Goal: Equip teachers with the skills and knowledge needed to create and implement impactful ALPs.

Timeline:

- August: Initial training on best practices for developing ALPs.
- September: Follow-up workshops on differentiation strategies, data-driven instruction, and progress monitoring.
- Ongoing: Monthly check-ins and support sessions to address challenges and share success stories.

Development and Refinement of ALPs

Goal: Ensure ALPs are aligned with students' strengths, interests, and academic needs.

Timeline:

- August: Initial meetings with parents and students to gather input for ALPs.
- September: Finalization of ALPs with measurable goals for each student.
- January: Mid-year review and adjustments of ALPs based on student progress.
- May: End-of-year review and evaluation of ALP effectiveness.

Targeted Educator Support

Goal: Strengthen ALP implementation by hiring and training an educator, alongside a GT teacher, to provide services while being coached by the GT director of record, ensuring they continue their endorsement or Metro certification.

Timeline:

- August - September: ** Hiring and onboarding process.
- **Ongoing: Coaching and professional development for the new educator and GT teacher.

Student Progress Monitoring

Goal: Regularly assess student progress toward ALP goals to ensure timely interventions and support.

Timeline:

- **September:** Establish baseline data for each student's ALP goals.
- **October - May:** Monthly progress check-ins to track student achievement and adjust instruction as needed.
- **December & March:** Formal progress reporting to parents and students.
- **May:** Final assessment and reflection on student outcomes.

Parental and Student Engagement

Goal: Foster a collaborative approach to ALP development and implementation.

Timeline:

- **August:** Initial meetings with parents and students to discuss ALP goals and expectations.
- **January:** Mid-year parent-student-teacher conferences to review progress and make necessary adjustments.
- **May:** End-of-year meetings to evaluate success and plan for the following year.

Explain how meeting this target will improve gifted student performance.

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

This plan is all about making sure our gifted students get the personalized support they need to thrive while also giving teachers the tools and confidence to make that happen. By focusing on strong ALP implementation and bringing in a new GT teacher who will be trained and coached by the GT director, we’re creating a system that benefits both students and educators.

Student Performance

1. More Personalized Learning for Gifted Students

- With a new GT teacher supporting students alongside classroom teachers, ALPs can be more effectively implemented and adjusted as needed.
- Regular progress monitoring ensures students stay on track with their goals and get additional challenges or interventions when needed.

2. Better Teacher Support = Better Student Outcomes

- Ongoing professional development and monthly check-ins help teachers feel confident in using ALPs to guide instruction.
- The new GT teacher will work directly with students and teachers, providing extra support where needed, modeling differentiation strategies, and helping with ALP progress tracking.

3. More Hands-on Support for Students

- The new GT teacher can provide targeted enrichment, small group instruction, or one-on-one check-ins to help students reach their goals.
- By having an additional educator focused on gifted learners, students will get more individualized attention and opportunities to stretch their skills.

4. Stronger Parent and Student Involvement

- With regular meetings and progress updates, parents and students will stay engaged in the learning process.
- The new GT teacher can help facilitate these conversations, making sure ALP goals stay relevant and meaningful.

5. Data-Driven Improvements

- With structured progress monitoring, we can track what’s working and make real-time adjustments to ALPs.
- At the end of the year, we’ll analyze what worked best, what needs to be adjusted, and how to improve for the next year.

By adding a GT teacher who is trained and coached throughout the year, we’re ensuring that students get the challenge and support they need, teachers feel more equipped to differentiate for gifted learners, and parents stay informed and involved. This creates a strong, sustainable system for long-term success.

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):**

To ensure a smooth and effective implementation of Advanced Learning Plans (ALPs) and gifted programming, decision-making authority is structured as follows:

1. Jennifer Bruns – ESD GT Director of Record

- Oversees all aspects of the gifted program, ensuring alignment with district and state policies.
- Makes final decisions on GT program direction, budget allocations, and major instructional strategies.
- Provides coaching and guidance to the GT elementary teacher and collaborates with the Gifted Education Regional Consultant (GERC).
- Ensures compliance with state requirements for ALPs and gifted services.

2. Other District-Level Staff

- Supports and advises on policy implementation, professional development, and program logistics.
- Assists in securing resources and funding for gifted education.
- Helps ensure consistency in GT programming across schools.

3. Gifted Education Regional Consultant (GERC)

- Provides expert guidance on best practices in gifted education.
- Collaborates closely with Jennifer Bruns to support GT programming and professional development.
- Advises on ALP development, instructional strategies, and program improvements.
- Supports schools in ensuring students receive appropriate services and interventions.

4. GT Elementary Teacher

- Works directly with students to support ALP goals, enrichment activities, and differentiation strategies.
- Provides instructional support to classroom teachers, modeling best practices and co-teaching when needed.
- Communicates regularly with parents and students to ensure ALP goals remain relevant and achievable.
- Collaborates with the GERC for progress monitoring and adjustments to ALPs.

5. Classroom Teachers (Day-to-Day Implementation)

- Implement ALP goals in daily instruction, using differentiation strategies to meet student needs.
- Track student progress and communicate any challenges or successes to the GT elementary teacher.
- Participate in professional development and monthly check-ins to strengthen their ability to support gifted learners.

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

1. Student Performance Outcomes

- ALP Goal Achievement: Track how many students meet or exceed the personalized goals set in their ALPs by the end of the school year, helping us see if the program is meeting individual student needs.
- Growth in Test Scores: Monitor how students perform on standardized tests (like state assessments or iReady) to see if they are making academic progress.
- Progress Monitoring Data: Look at monthly progress updates to see how students are doing toward their goals and where we might need to adjust teaching strategies.

2. Teacher Implementation and Competence

- Classroom Observations: Observe teachers regularly to see how well they are using ALPs to tailor their instruction and support gifted students.
- Professional Development Participation: Keep track of how many teachers are participating in training sessions and get feedback on how helpful those sessions are in improving their skills for working with gifted students.

3. Parental and Student Satisfaction

- Surveys for Parents and Students: Ask parents and students for feedback through surveys to see how they feel about the ALPs, communication with teachers, and their overall experience with the gifted program.
- Conference Engagement: Measure how many parents and students are attending ALP-related conferences and how involved they are in the process to make sure everyone is on the same page.

4. Program Impact

-Retention: Track how many gifted students continue to engage in advanced coursework to see if they're sticking with the program and benefiting from it.

5. Data Collection and Analysis

-Data Quality: Evaluate how accurate and complete the data is that we're collecting on student performance, teacher feedback, and family input, making sure decisions are based on good information.

- Consistency of ALP Reviews: Make sure we're consistently reviewing and adjusting ALPs based on student progress and data, ensuring they stay relevant and effective.

6. Overall Program Evaluation

- Comparison to Baseline Data: Compare the results at the end of the year to the starting point to see how much progress has been made and if there are any areas that need improvement.

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 work on enhancing personalized learning outcomes through ALPs aligns closely with district goals of increasing student scores and improving teacher retention. By focusing on personalized education, professional development, and stakeholder engagement, the proposed plan supports both the academic and professional priorities of the district, contributing to its overall success.

1. Increasing Student Scores

Personalized Learning Enhances Academic Achievement:

By focusing on the effective implementation of ALPs, the program tailors instruction to meet the unique needs of each gifted student. This individualized approach helps students achieve higher academic performance, contributing directly to the district's goal of increasing student scores.

Regular progress monitoring and data-driven adjustments ensure that students remain on track to meet their academic goals, which can positively impact standardized test scores and other academic measures used by the district.

Alignment with District Accountability Metrics:

The use of ALPs aligns with district efforts to monitor and improve student outcomes, as these plans provide a structured way to set, track, and achieve specific academic goals. The success of ALPs can contribute to overall district performance metrics, especially in areas like growth scores, proficiency rates, and closing achievement gaps.

2. Teacher Retention

Professional Development and Support:

The proposed plan includes extensive professional development for teachers, equipping them with the tools and strategies needed to effectively support gifted students. This investment in teacher development can lead to increased job satisfaction and confidence, key factors in retaining talented educators.

Ongoing support and collaboration opportunities provided through this program foster a positive working environment, which can reduce burnout and increase retention rates among teachers.

Empowerment and Autonomy:

By involving teachers in the creation and implementation of ALPs, the program empowers them to take an active role in shaping the educational experiences of their students. This sense of ownership and autonomy can lead to higher job satisfaction, which is crucial for teacher retention.

Teachers who see tangible results from their efforts—such as improved student outcomes—are more likely to feel fulfilled in their roles, reducing turnover and aligning with district goals for retaining experienced and effective educators.

3. Contributing to Overall District Success

Holistic Approach to Student Success:

The focus on gifted students through ALPs contributes to the district's broader goals by ensuring that all students, including those who are gifted, are challenged and supported to reach their full potential. This holistic approach to student success benefits the district as a whole, improving overall academic performance. Success in the gifted program can serve as a model for other district initiatives, demonstrating the effectiveness of personalized learning and professional development in raising student achievement and supporting teachers.

Strengthening Community and Stakeholder Engagement:

The program's emphasis on parental and student engagement aligns with district priorities around community involvement. Strong relationships between families, teachers, and the district contribute to a supportive educational environment, which is crucial for both student success and teacher satisfaction.

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 Bruns