

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.

The previous Annual Plan for the Morgan County School District was successfully met in the 2024/2025 school year. Below is the Gifted Annual Plan for the 2025/2026 school year.

The Morgan County School District is currently overhauling its MTSS system to ensure that all students have access to a multi-tiered system of supports and a clear pathway for response to intervention (RTI) when needed. As part of this effort, I am working with the district's executive MTSS team to align and integrate gifted services into district-wide initiatives. This includes appropriate tier 1 instructional strategies and research-backed interventions when necessary. By embedding research-based strategies for gifted learners into the MTSS and RTI frameworks, the district ensures equitable access to supports, improving accountability and outcomes for all students, including those who are gifted and talented. Through the successful integration of gifted-specific instructional strategies into the MTSS process, students will receive differentiated support tailored to their learning needs. This will lead to improved academic engagement, appropriate challenge levels, and increased access to necessary interventions for social-emotional development.

Determine the student performance priority this program element will address.

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

This programming element will address the lack of gifted-specific instructional strategies and interventions for academic achievement, social-emotional learning, and communication practices utilized within the district-wide MTSS and RTI systems.

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

benchmarks and dates.

Fall 2025

Collaborate with the Executive MTSS team to develop a district-approved MTSS Draft Handbook that includes strategies tailored to support gifted learners. This will incorporate depth and complexity icons, frameworks, and differentiation strategies from Dr. Richard Cash and Emily Mofield.

Additionally, the district will pilot an RTI referral form with a dedicated section to address the academic and social-emotional needs of gifted students.

I am also working to secure gifted-specific professional development breakout sessions in the beginning-of-year PD schedule to equip teachers with the knowledge and strategies needed to support gifted learners effectively.

Winter 2025/2026

Continue delivering professional development (PD) presentations to educate teachers and administrators on integrating gifted learners into the MTSS process.

Regularly monitor and refine the MTSS handbook and RTI referral form, incorporating feedback from teachers and other stakeholders to ensure the effectiveness of selected strategies and supports for gifted students.

Spring 2026

Finalize and adopt the MTSS handbook and RTI referral form, ensuring both include gifted-specific sections and are implemented district-wide by all personnel in the Morgan County School District.

Additionally, establish dates for future professional development sessions focused on supporting gifted learners for the 2026-2027 school year.

Explain how meeting this target will improve gifted student performance.

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

Successfully embedding gifted education into the district-wide MTSS and RTI processes ensures that gifted students are not overlooked when considering targeted interventions and supports. MTSS is designed to be an inclusive framework that serves all students and teachers.

By advocating for the integration of gifted education into these processes, district personnel take essential steps to meet the needs of these unique learners. Additionally, embedding gifted education into the district's foundational systems ensures its sustainability. As a result, more attention will be given to gifted students, and more actions will be taken to support their academic and social-emotional needs.

This is aligned with the guidance given by CDE on how to utilize the MTSS and RTI systems to support the nature and needs of gifted students.

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. Responsible Person: Jamie Kosman

2. Accountable Person: Jamie Kosman

3. Consulted Persons: Kayla Kramer, Jaylyn Edson, Rena Frasco, Shelly Ocanas, and Hallie Silz

4. Informed Persons: Rob Sanders, Jaylyn Edson, Rena Frasco, Shelly Ocanas, Hallie Silz, and Kayla Kramer

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

The successful completion of this plan will result in a district-wide MTSS guidebook that includes specific

instructional strategies and interventions designed to support gifted learners. District-wide professional development will be provided to ensure understanding and application of the selected strategies. Additionally, the plan will produce a completed RTI referral form with a gifted-specific section, ensuring that the unique needs of gifted students are met through the district's established protocols.

The completion of the district-wide MTSS guidebook will enhance student achievement by providing educators with access to research-backed Tier 1, Tier 2, and Tier 3 instructional strategies proven effective in gifted education.

The RTI referral form, with its gifted-specific section, will help ensure that the social and emotional needs of gifted students are not overlooked. It will also provide staff with a clear and uniform method for communicating concerns about gifted students, improving communication practices among teachers, administrators, and other necessary support staff.

The success of these initiatives will be evaluated based on completion—meaning that once the guidebook, RTI referral form, and professional development are finalized and implemented for district use, they will be considered successful. Additional evaluation will be conducted through stakeholder surveys to assess the effectiveness of the MTSS handbook, the accompanying professional development, and the RTI referral form and process. The feedback gathered from these surveys will be used to further refine the handbook, RTI procedures, and professional development opportunities.

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 school district was awarded the EASI (Empowering Action for School Improvement) grant to improve, innovate, and revamp its MTSS and RTI systems, ensuring that all students receive the necessary instructional supports.

As a member of the executive team facilitating this grant, I am aligning the goals of the gifted education program with the district's broader objectives—enhancing student performance and providing comprehensive support for all learners.

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

Jamie Kosman