

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.

Identification 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.

We have analyzed the representation index for students identified gifted and multilingual learners (ML)/Culturally and Linguistically Diverse (CLD) since the 2022-2023 school year. We have previously identified gaps within our ML/CLD population when comparing to our overall population, but have started to close those gaps. By the end of the 2025-26 school year, our identified ML/CLD subpopulation will be within Ford's Representation Index of .8- 1.2 when comparing our ML/CLD subgroup with our total GT enrollment.

2023-2024 End of Year

CLD (all students K-12 and all Language Proficiency designations)- .76

CLD (all students K-12 and all Language Proficiency designations less NEP)- .70

CLD (all students K-12 and all Language Proficiency designations less NEP, LEP)- 1.06

CLD (all students K-12 and Language Proficiency state metrics- NEP, LEP and FEP MY1, FEP MY2 only)- .23

Language Designations:

NEP- Non English Proficient

LEP- Limited English Proficient

FEP MY1- Fluent English Proficient Monitor Year 1

FEP MY2- Fluent English Proficient Monitor Year 2

FELL- Former English Language Learner

PHLOTE- Primary Home Language Other Than English

Determine the student performance priority this program element will address.

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

The performance priority that this area addresses is equitable identification for all students, specifically students in underrepresented populations.

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

Annual Goal: By the end of the 2025-26 school year, our identified ML/CLD subpopulation will be within Ford's Representation Index of .8- 1.2 when comparing our ML/CLD subgroup with our total GT enrollment.

Action Steps and Anticipated Date of Completion:

1. Identify current numbers of students in gifted that are ELD/CLD. 9/1/2025
2. Review and add to ID spreadsheet BOY MAP data and previous year's CMAS, PSAT and SAT data. 9/15/25
3. Review data using ACCESS for ELLS guidance Include NEP, LEP, FEP, FELL and growth percentiles. 9/15/2025
4. Recommend students for further GT identification during fall window through MTSS teams 10/31/2025
5. Introduce and use referral process for gifted identification including the CLD and talent areas forms. 12/15/2025
6. Schedule and complete identification eligibility with families; write Advanced Learning Plans for those who are eligible. 12/15/2025
7. Continue Gamechanger Characteristics for 3rd-5th ELD students for recommendations in collaboration with ES ELD teachers and Gifted Coordinator. 2/1/2026
8. Review and add to ID spreadsheet MOY MAP data. 2/1/2026
9. Recommend students for further GT identification during spring window through MTSS teams. 3/1/2026
10. Complete 2nd grade screening. 4/1/2026
11. Schedule and complete identification eligibility with families; write Advanced Learning Plans for those who are eligible 5/1/2026
12. Review current rates of identification of ML students and CLD students. 5/1/2026

Explain how meeting this target will improve gifted student performance.

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

In order to provide matched services for gifted education, students need to be identified. This will then set our district up for our second goal of ensuring that programming is meeting student needs.

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): Rachel Graham (Gifted Coordinator)

Accountable Person(s): Rachel Graham (Gifted Coordinator)

Consulted Person(s): Amy Tuttle (Gifted Education Resource Coordinator), Maggie Horak and Brooke Fortini (ELD teachers), Sundee Pietsch (Student Services Director), MTSS teams

Informed Person(s): all certified teachers, principals, vice principals

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

By the end of the 2025-26 school year, our identified ML/CLD subpopulation will be within Ford's Representation Index of .8- 1.2 when comparing our ML/CLD subgroup with our total GT enrollment.

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?

This is both a divergent and convergent goal. As a divergent goal, our district strives for equitable access to education for all students. By identifying our students who are CLD as gifted at the same representation of our overall CLD population, we are ensuring that this traditionally underrepresented group is receiving access to the supports needed to reach their potential. As a convergent goal, this aligns with our District Strategic Plan to continue our work on strengthening our Multi-Tiered System of Supports.

Major Improvement Strategy 2 (Optional)

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.

We have identified a need to support programming for differentiation to support student growth. This is imperative for our gifted students, but a goal that supports all learners. Our Academic Achievement and Growth Priority on our District Strategic Plan includes providing professional development to support differentiation and scaffolding.

Determine the student performance priority this program element will address.

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

The performance priority area that this addresses is to ensure differentiation is meeting student needs in order for them to reach their potential, particularly for students who are identified as gifted.

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

By the end of the 2025-26 school year, all staff will be trained on Depth and Complexity with expectations through our district Strategic Plan to use it.

Action Steps and Anticipated Date of Completion:

1. Coaching team (coaches, principal, admin, district GT coordinator) to review and update previous year's professional development for both new staff induction and Depth and Complexity Bite Sized Training PD. 10/4/2025
2. All new staff trained on Depth and Complexity as part of their induction program. 4/25/2026
3. Provide optional Depth and Complexity Bite Sized Training PD (ongoing throughout the year) 4/25/2026
4. Expectation that all teachers use Depth and Complexity. 5/23/2026
5. Monitor use of Depth and Complexity strategies through the use of walk through tools. 5/23/2026

Explain how meeting this target will improve gifted student performance.

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

By training teachers on Depth and Complexity and having the expectation that it is embedded in our instructional practices, student growth should improve.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible Person(s): Rachel Graham (Gifted Coordinator), TBD (Director of Curriculum and Instruction), principals

Accountable Person(s): Rachel Graham (Gifted Coordinator), TBD (Director of Curriculum and Instruction), Jon Anderson and Jan McCown (Instructional Coaches), Alex Harris (Instructional Technology Coordinator), Devan Livesay (classroom teacher), principals

Consulted Person(s): Sundee Pietsch (Student Services Director), Amy Tuttle (Gifted Education Regional Coordinator)

Informed Person(s): all certified staff, assistant principals

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

Student growth will be measured using both CMAS levels and NWEA MAP testing annual growth percentiles. We will also ensure that 100% of our staff is trained on and have implemented Depth and Complexity. We will reflect on data collected from walk through tool.

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?

This is a convergent goal that is embedded within our District Strategic Plan.

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

