

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.

The initial ALP contains the student's profile and it is updated as needed to reflect new areas of identification.

The "working" portion of the ALP is updated annually and is accessible/editable by students throughout the year. The working portion includes academic goals as well as affective and/or college-career goals.

The working portion contains a list of activities, organizations, and clubs available from which students can choose. At the high school level, students can choose from a variety of academic options and "pathways" that match their needs.

Progress reporting aligns as closely as possible with each school's typical reporting schedule. Students are able to adjust goals as needed. Secondary students develop their own ALP with guidance from the GT Director.

At the High School level, we will be implementing levels of supports and goals for students based on academic data, parent and teacher feedback and current on track status for graduation.

Determine the student performance priority this program element will address.

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

Academic and Social Emotional Learning.

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

During the 24-25 school year all high school plans will be updated with the new levels of supports and goals.

Explain how meeting this target will improve gifted student performance.

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

During the 24-25 school year, we will monitor the success of new ALP levels of support at the High School by tracking grades, testing, attendance and behavior data for all students on an ALP. During this time the goal would be to move students from the red or yellow levels to green.

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):**

The High School Learning Coordinator and District Gifted Coordinator will work together to develop plans and track data. This team will also work with the students advisor.

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

We will track the starting level of each students throughout the year. Our goal is to have more students in the green status at the end of the year.

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?

ALP plans will provide an additional level of support in conjunction with Individual Career and Academic Plans (ICAP and SchoolLinks) and advisory classes.

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

Breanna Ford