

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.

Gifted identification of MLL and Hispanic/Latino students has been stagnant for years in the AU with nearly no MLL students being identified as gifted on a yearly basis across the region. Based on the past four years' demographic analyses of gifted identification in the Northeast BOCES region (from October count), the region is identifying just 10.4% of the Hispanic/Latino student population (a representation index of .34) and 0.84% of the MLL population (a representation index of .08). The majority of these students reside within three neighboring districts in the southeast corner of the region.

Determine the student performance priority this program element will address.

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

Gifted students within the Hispanic/Latino and MLL demographic groups are not being identified and thus are missing out on receiving appropriate programming to develop their talents. By focusing on ways to increase the identification of these two groups and implementing them with fidelity, the identification of MLL and Hispanic/Latino students will increase and, in turn, student outcomes will increase with proper programming in their areas of giftedness.

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

By the end of the 2025-2026 school year, a three-district identification team made up of district GT coordinators, administrators, and the BOCES GT Director will meet at least one time per quarter (August-October, October-December, December-March, March-May) to come up with alternative ways (within the parameters of state guidelines) to identify a more representational number of MLL and Hispanic/Latino students as gifted. By

September 30, 2025, a three-district identification team will be established. This identification team will meet one time per quarter virtually after school. The first meeting will discuss acceptable data measures (both quantitative and qualitative, using guidance from the matrix listed on CDE as well as available assessments and other measures that Northeast BOCES has available), and create a checklist to provide guidance as MLL and Hispanic/Latino students are evaluated for potential gifted identification. Additional meetings in the following three quarters will discuss bodies of evidence (both current and from previous years) that are brought to the team; they will look for patterns and trends as to why these students aren't or haven't been identified.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will improve the identification rate of MLL and Hispanic/Latino students across the region over the course of several years. As the under-identification of these student groups is an ongoing state- and nationwide dilemma, focusing on how to increase identification of these students in our region is a priority. Currently, we are not identifying these students, so we need to get to a point where we can start to actively discuss identification and find appropriate pathways to identify them. We will start with determining a baseline of identification numbers and use that to set an identification goal for the next year and up to the next five years.

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. Christine Daugherty
2. Christine Daugherty
3. Paula McGuire
4. Christine Daugherty, Paula McGuire

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

The success of this proposed action will be measured by the demonstrated growth in identification rates for these two demographic groups as reported by October Count over the course of three school years (2026-27, 2027-28, and 2028-29) with the first year of data being collected in the 2026-2027 school year. During the 2025-2026 school year, the goal is to identify five more MLL and Hispanic/Latino than are currently identified, according to October count. During the 2026-2027 school year, the goal is to identify an additional five MLL and Hispanic/Latino students. The strategies and pathways developed by the three-district identification team will be shared with other districts in the region that have smaller numbers within these demographic groups to increase their identification rates in following years.

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 work is divergent from other priorities within the BOCES. The three-district identification team will work with ELL district teachers along with the BOCES-level ELL team made up of speech language pathologists, school psychologists, and migrant services to ensure equitable identification of these demographic groups. This work will directly support the services that are being provided by district-level ELL teachers and the BOCES-level ELL team to give appropriate opportunities to our MLL and Hispanic/Latino students to be equitably assessed for gifted identification and to provide educational experiences that will help develop gifts and talents.

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

Christine Daugherty