

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.

Over the course of the 24-25 SY our annual plan focus was on identification. While we continue to focus on this important identification work our next step will be to put in place robust programming options for our student populations that align with their area of identification. Our small rural districts struggle with providing a continuum of programming services to meet a variety of student needs. This work will support them to manage their resources to maximize student programming options.

As part of this programming focus we will increase communication to families and classroom teachers about the provision of student programming.

Determine the student performance priority this program element will address.

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

This priority will address the creation of a consistent and student strength driven system for providing programming at all levels for gifted students. It will force districts to take a "deep dive" into what programming looks like at each school and grade level, current strategies being used and ones they want to learn more about to improve programming to better meet student strengths and challenges. This programming focus will be a collaborative process that is individualized and meaningful for each student. Regional professional development will be provided to compliment this goal and provide additional training for educators on different programming strategies.

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

As an integral part of this area of focus our regional professional development will be linked to a focus on

programming.

A grade level articulation document will be created for the BOCES overall with input from each individual district and will include resources aligned with each grade level. To create this document along with asking districts to look closely at what they currently provide the Director will meet 3-4x over the school year with districts for individual discussion related to their programming. The first meeting (Sept) will be a discussion on what is currently being used and completion of the draft chart document, the second (Nov) and third (Jan) meetings will serve as a mid year check in and determine what changes may need to be made and a final meeting (April) at the EOY to finalize the document and ascertain its usefulness for district use and how they might best use it for 26-27 SY. The final document for both the elementary and MS levels that can be used and adapted to changing needs will be completed by June 1, 2026.

Some of the questions to be explored with districts will include:

How is instruction delivered for gifted students?

How are advanced students and their teachers supported?

What strategies do they currently use ie cluster grouping, depth and complexity, DI, advanced classes, pullout, push in etc.

Are there strategies they want to use but need more training on how to implement them?

How does the MTSS process support gifted learners

Does the gifted education teacher support the classroom teacher? Do they time for this and if so how does it look?

How is programming communicated to parents and classroom teachers?

Is the programming documented in the student ALP?

Explain how meeting this target will improve gifted student performance.

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

Through this programming work students will receive targeted and consistent programming through a continuum of support. In addition teachers will understand what to work on with students and this will help them to determine what is and isn't working for students. Parents will receive information about their student's programming and how services are delivered to their child.

Aligning identification and programming will lead to better alignment with ALP strength based goals to provide targeted support to students annually.

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. AU Gifted Education Director
2. District Level gifted education staff and administration
3. GERC and Classroom teachers and other relevant district staff
4. Parents and students

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

The success will be measured through more consistent and targeted programming to best meet student needs. This will be reflected in the alignment of programming and ALP goals and overall increased student performance and growth.

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 BOCES is our special education administrative unit. This priority will engage special education staff and

administrators in the work of increased and effective provision of services, awareness of identification factors for this population and best practice programming.

The gifted education staff and Director will share their work with teachers and administrators in order to create awareness that much of the programming for gifted students can benefit many students. We will work toward a more collaborative approach to serving all special populations. The increased rigor will benefit all students and increase student engagement in their learning.

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

Jane Toothaker