

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.

The identification process varies across the BOCES due to change and inconsistency in personnel at the district levels. As personnel changes, it is difficult to keep up with the training and support around identification. Therefore, South Central BOCES wants to ensure the identification process is consistent across the BOCES and also follows the state guidelines. In some cases in the past some of the schools were over identifying while others were under identifying and did not have the robust BOE to support some of their identifications. One of the largest districts in the BOCES has less than 1% identified while another district with half of the number of students has 7.5% students identified.

Determine the student performance priority this program element will address.

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

Due to the Free and Reduced (FR) and transient populations in the districts in the BOCES, a solid identification process is important so that marginal groups are not overlooked.

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

Action Steps and Timeline:

- 1) Identification trainings will be set up for the districts that have new GT leads and/or for those GT leads that want a refresh.
- 2) Regular monthly meeting will be held with GT leads across the BOCES where they can bring identification

questions to the group to discuss as a Review Team.

3) Review teams will be set up at the district levels.

4) The monthly meetings with the GT leads from each district will help support the individual districts with questions from their Review Teams so that identified students meet the state qualifications for gifted and that students are rightly identified and supported through the ALP process.

5) The BOCES level team will look at the body of evidence (BOE), collaborate, and make team decisions. This will help the GT leads when they are working with their district Review Team.

6) The BOCES director along with district personnel will review annually the assessments and other qualifying materials that are available and determine if other materials need to be purchased or created to ensure there is appropriate quantitative and qualitative data available.

Explain how meeting this target will improve gifted student performance.

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

In ensuring the identification process meets the state guidelines and is consistent across individual districts and across the BOCES, students identified will be provided opportunities that will enhance their giftedness and improve their performance.

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. BOCES Gifted Director, district level gifted leads, district level administration

2) BOCES Gifted Director

3) The above personnel will support the Review Teams and collaborate around student data (BOE) to ensure students are identified according to state guidelines. School gifted personnel will work with classroom teachers, parents, the student, and other school personnel to gather the BOE.

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

1) All Gifted leads will receive identification training during the 25-26 school year and on-going trainings will be provided as new personnel come on board.

2) Percentages of gifted students identified in each of the districts will be more proportionate to the total student population.

3) Each GT Lead will understand the importance of a robust BOE to support identification.

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 convergent with South Central BOCES priorities because they want to ensure equity and access to all students who meet the qualifications to be identified as gifted and to provide these students with access to the programs and instruction that will meet their individual needs. This work will also ensure that marginal groups are not overlooked across the BOCES.

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

Connie Florell, Director