

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.

Personnel

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.

2024-2025

Consistently low rates of parent participation in the ALP development process at the secondary level. Parent survey feedback indicates dissatisfaction with gifted communication and services.

2024-25 Reflection: The middle school gifted coach increased communication to parents and students regarding the ALP process and gifted service. Although we didn't have specific data regarding parent participation last year and this year, we could tell more parents were involved in the ALP process through communication with the gifted coach and their student.

2025-2026 New Goal

Evidence and rationale:

In the 2024-25 school year, about 20% of elementary teachers with identified gifted students in their class engaged with the school's gifted coach to support gifted learners.

In an elementary student survey, 35% of students agreed that their school work is at the right level for them.

This goal addresses the current inconsistency in how gifted coaches are utilized across schools by emphasizing capacity-building through coaching.

This goal was chosen to ensure that the expertise of elementary Gifted Coaches is leveraged in the most impactful way—by building sustainable capacity with classroom teachers. This approach supports equity by broadening access to advanced learning strategies and ensures that differentiated instruction for advanced learners is not dependent on one individual, but embedded in the daily teaching and learning process.

Determine the student performance priority this program element will address.

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

Elementary students' access to appropriate differentiated instruction.

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

Goal: Increase the impact of Elementary Gifted Coaches by expanding their role in collaborating, coaching, and co-teaching with classroom teachers to increase the capacity of teachers to integrate higher-level thinking opportunities across disciplines.

Specific: Gifted coaches will dedicate at least 50% of their allocated time to direct collaboration with classroom teachers through coaching cycles, co-teaching, and planning support.

Measurable: By the end of the 25-26 school year, at least 50% of gifted cluster teachers at the elementary level will have engaged in coaching or co-teaching with a GT coach, and 80% of participating teachers will report an increased ability to embed advanced thinking strategies in daily instruction. Also, at least 55% of students will agree that their school work is at the right level for them.

Achievable: Utilize existing planning times, PLCs, PD days, and targeted coaching sessions to integrate this support without overwhelming teachers' schedules.

Relevant: Ensures that GT coaches are not just providing isolated extensions but actively building capacity in teachers to sustain and integrate advanced learning opportunities.

Time-Bound: Implement this model throughout the school year, with progress check-ins each trimester and an end-of-year reflection to assess impact and refine the approach.

Explain how meeting this target will improve gifted student performance.

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

Presently, many gifted students and families are concerned that gifted students are only offered grade-level instruction, as noted in this year's Gifted Advisory Committee and the student survey. We believe that the schools' Gifted Coaches will have more impact through coaching than pull-out services because they work 20 hours per week and serve about 20 students across 5 grade levels, in as many as 8 different classrooms.

This target will increase gifted students' engagement and performance by supporting teachers in offering opportunities to go beyond the grade-level expectation across disciplines, as appropriate to students' interests and readiness.

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):**

1. Cathy Amsbaugh, elementary gifted coaches, elementary principals
2. Cathy Amsbaugh, elementary gifted coaches, elementary principals
3. Louise Wacaser, Laura Cotsapas, elementary principals, elementary gifted coaches
4. Tony Byrd

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

Measures: Gifted coach recording and reporting of coaching interactions; principal reflection of coaching model; student survey.

By the end of the 25-26 school year, at least 50% of gifted cluster teachers at the elementary level will have engaged in coaching or co-teaching with a GT coach, and 80% of participating teachers will report an increased ability to embed advanced thinking strategies in daily instruction. At least 55% of students will respond that their class work is at the right level for them.

Within the 24-25 school year, about 20% of teachers with identified gifted students engaged in coaching with the school's gifted coach. 35% of students reported that their class work is at the right level for them.

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 goal aligns with Summit School District's commitment to academic and personal success for every student by ensuring that gifted students—especially those from underrepresented backgrounds—have daily access to rigorous, meaningful learning opportunities. By equipping teachers to integrate higher-level thinking across disciplines, we expand the pathways through which advanced learners can thrive and meet the expectations outlined in the Graduate Profile. Additionally, this work supports the district's vision of becoming an equity-seeking system by building inclusive classroom practices that honor and develop the diverse strengths, identities, and talents of all students—not just those traditionally identified for gifted services.

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

Cathy Amsbaugh