

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.

Our district's percentage of identified GT students is below the state average, suggesting we may be missing opportunities to serve students with advanced learning needs. Looking at longitudinal numbers since 2021, the state's average is now 8%. The district has stayed at 3% from 2022-2024. There has been an increase to 4% in the 2024-2025 school year.

The goal is to increase identification numbers in our district to ensure more equitable access to services across the district.

Determine the student performance priority this program element will address.

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

Looking at these longitudinal numbers, our district has been below state averages. By refining our identification process to be more inclusive and data-driven, we can better recognize gifted potential across all student groups. Aligning with the state average ensures equitable access to services, promotes academic rigor, and supports a culture of high expectations.

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

Action Steps:

Educate and share Identification procedures and create updated documents.

Develop process identification for talent areas:

In the 2025-2026 school year, participate the RioT (Rural Identification of Talent) opportunity with North Central and North East regions.

Provide Staff Training-Train teachers and staff on the characteristics of giftedness—especially in underrepresented populations—and how to recognize and refer students.

Monitor and Evaluate Progress Yearly-Set yearly goals for increasing identification rates and evaluate the effectiveness of changes made to the process.

Disaggregate Data to Identify Gaps-regularly review identification data in underrepresented populations and talent pool.

Explain how meeting this target will improve gifted student performance.

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

Meeting the target of increasing GT identification to align with the state average will improve gifted student performance by ensuring that more students with advanced potential receive the services and support they need to thrive. When students are accurately identified and placed in GT programs, they are more likely to be challenged appropriately, remain engaged in their learning, and develop higher-level thinking skills. Expanding access also allows for earlier intervention, more equitable opportunities, and the development of a broader range of talents, all of which contribute to stronger academic outcomes and long-term student success.

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):**

GT District Coordinator -Responsible

Gifted and Talented Coaches-Responsible

Instructional Specialists-Consulted

Classroom Teachers-Informed, Responsible

Families-Informed, consulted

Administration and Leadership-informed

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

By analyzing longitudinal data from the 2024-2025 academic year, the aim is to observe an increase in the number of students identified and reduction in the gap between the state and district numbers.

Measures of Action Steps Success:

Regularly review identification data across years to determine progress in increasing representation among regularly review identification data, especially in underrepresented populations and talent pool.

Review protocol for ID of talent areas and the number of students identified.

Referrals would be increased due to professional learning awareness opportunities for staff when compared to previous year.

Policies will be revised and updated following reflection to ensure continued alignment with state recommendations.

By the end of the 2025-2026 academic year, the number of identified students will increase as measured by longitudinal data analysis.

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?

One of the district's goals is to focus on continuous improvement in assessments and evaluations. Enhancing equity in gifted identification will help refine the process and better address the needs of our underserved populations.

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

Laura Sapinoro