

## Gifted Annual Plan

### Gifted Annual Plan

#### Gifted Education Annual Plan

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.

Over the past three years, the state has increased the percentage of identified PreK-12 students to 8% while EBOCES has remained at 2% as a whole, with both our traditional districts and our large online school factored into the calculation. When looking at 20 traditional schools in ECBOCES, the identification rate is currently 3.7%. We are committed to increasing the number of students we have identified as gifted in order to provide equal and equitable access to all students.

Determine the student performance priority this program element will address.

Data gathered from district GT coordinators and from Cognos reports from 2023-2024 October count indicate that we need to continue our focus of gifted identification in all strength areas and for all demographic groups.

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

Target: By October 1, 2025 the percentage of identified students in ECBOCES districts (including online school) will increase from 2.0% to 3.0%. Action Steps: 1. By October 31, 2024, district GT coordinators will discuss the 12 Gifted Characteristics document with their building educators and will ask for referrals. 2. In November 2024, district GT coordinators will be offered professional development on the identification process, including the ECBOCES ID Process Document and working through identification scenarios. Additional identification refresher trainings will be offered in January and March. Individual support will be available as needed throughout the school year. 3. Beginning in October 2024 and going through April 30, 2025, district GT coordinators will share monthly GT topic emails with their building educators and will remind them to submit

referrals. 4. On October 23, 2024 district GT coordinators and district EL coordinators will be provided professional development on the identification of Multilingual Learners. 5. Universal full CogAT screenings will take place in the fall of 2024 and the spring of 2025 for every 2nd grader and every 6th grader in each district. 6. Two twice exceptional professional development opportunities will be offered to all educators in the spring of 2025, with a focus on understanding what twice exceptionality is, as well as why and how to identify twice exceptional students. 7. An assessment matrix will be created in order for GT district coordinators to better understand the assessments available for different identification areas. 8. Two ALP/ID work days, one in September 2024 and one in May 2025, will be scheduled to give district GT coordinators time to work on identifications with support from the ECBOCES GERC/GT Coordinator.

Explain how meeting this target will improve gifted student performance?

Identify and analyze the [data](#) (if using student performance, any data less than 16 should not be included in this public facing document), policies and procedures, and/or research which support the selection of this years target.

Explain how meeting this target will improve gifted student performance?

State data indicates that most students in districts in the ECBOCES region are not making adequate yearly growth. If gifted students are properly identified, teachers will be able to provide advanced programming in their strength area(s) in order to increase their academic growth and to support their affective needs.

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. The ECBOCES GERC/GT coordinator will provide district GT coordinators the 12 Gifted Characteristics document. The ECBOCES GERC/CT coordinator will be accountable for making sure district GT coordinators are informed and follow through with sharing the document and asking for referrals. 2. The ECBOCES GERC/GT coordinator will be responsible and accountable for informing, scheduling, and providing district GT coordinators professional development, documents, and support with the identification process. 3. The ECBOCES GERC/GT coordinator will be responsible and accountable for informing and providing district GT coordinators with monthly GT topic emails to share with their building educators. 4. The ECBOCES GERC/GT coordinator will be responsible and accountable for scheduling and informing district GT coordinators and district EL coordinators about the October 23, 2024 professional development on the identification of Multilingual Learners. This training will be provided by Nisia Patalin, Spark Education. 5. The ECBOCES GERC/GT coordinator will be responsible and accountable for managing and implementing the Universal CogAT screenings. District GTcoordinators will be informed of and responsible for proctoring or asking for help to proctor assessments. 6. The ECBOCES GER/GT coordinator will be responsible and accountable for scheduling, hosting, and informing district GT coordinators and ECOBES educators of two twice exceptional professional development opportunities. The trainings will be provided by the CDE 2e Cadre. 7. The ECBOCES GERC/GT coordinator will be responsible and accountable for creating and informing district GT coordinators of an assessment matrix. 8. The ECBOCES GERC/GT coordinator will be responsible and accountable for scheduling, hosting, and informing district GT coordinators of two ALP/ID work days.

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

1. The ECBOCES GERC/GT coordinator will check in monthly at GT Network meetings to discuss the progress of district coordinators in sharing the 12 GT Characteristics document and in asking for referrals. 2. The ECBOCES GERC/GT coordinator will share reminders for the ID refresher trainings. Participants will be asked to complete an evaluation to determine if more/different support is needed. 3. The ECBOCES GERC/GT coordinator will check-in with district GT coordinators at monthly GT network meetings to discuss their

progress in sharing monthly GT topic emails with their district educators. 4. The ECBOCES GERC/GT coordinator will share reminders for the training on GT Identification of MLL's. Participants will be asked to complete an evaluation to determine if more/different support is needed. 5. The ECBOCES GERC/GT coordinator will check the usage report on Riverside Data Manager before the end of each testing window to determine if any districts have not completed their 2nd grade or 6th grade CogAT testing. 6. The ECBOCES GERC/GT coordinator will share reminders for the trainings on 2e Identification. Participants will be asked to complete an evaluation to determine if more/different support is needed. 7. The assessment matrix will be completed and shared with district GT coordinators by December 16th, 2024. 8. The ECBOCES GERC/GT coordinator will share reminders to the district GT coordinators for the two work days. Participants will be asked to complete an evaluation to determine if more/different support is needed.

In what ways, is this work convergent with other priorities within district/BOCES?

If this work is divergent, how will it connect with other work/departments/priorities so it isn't a stand alone initiative?

Districts in the ECBOCES region are continually focused on the growth of all students. This work will be convergent with other priorities.

### Major Improvement Strategy 2 (Optional)

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.

Determine the student performance priority this program element will address.

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

Explain how meeting this target will improve gifted student performance?

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

1. Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each
2. Responsible Person(s):
3. Accountable Person(s):
4. Consulted Person(s):
5. Informed Person(s):

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

In what ways, is this work convergent with other priorities within district/BOCES?

If this work is divergent, how will it connect with other work/departments/priorities so it isn't a stand alone initiative?

### Major Improvement Strategy 3 (Optional)

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last years target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, data analysis, etc.

Determine the student performance priority this program element will address.

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

Explain how meeting this target will improve gifted student performance?

Describe the specific action step(s) (activities, strategies) the AU will take this year to meet the overall goal described in the CPP.

Explain how meeting this target will improve gifted student 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):

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

In what ways, is this work convergent with other priorities within district/BOCES?

If this work is divergent, how will it connect with other work/departments/priorities so it isn't a stand alone initiative?

## 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

Jodi Church

Communication Summary