AU: Blue Sky BOCES - 64053

Gifted Annual Plan

School Year 26-27

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.

No Content

Program Element - 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.

Feedback from GEM: Area of Opportunity: Programming Support
An area identified as needing attention in surveys was attention to the programming needs of gifted learners. Gifted students require challenge and support throughout the day, and it is critical for teachers to understand that they are the primary providers of instruction as opposed to pullout being offered once or twice a week. The GEM Team has seen success with professional development as it increases awareness of the needs of gifted learners.

Determine the student performance priority this program element will address.

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

Currently, students, for the most part, are only working on their ALP goals when GT staff meets with them once a week, instead of working on their goals on a daily basis. Teachers are not taking ownership of the fact that they are the primary providers of instruction for all students, which includes GT students.

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

The professional development will increase teacher capacity to embed ALP goals into daily instruction through intentional differentiation, pacing, and instructional decision-making across the entire school day. Teachers will demonstrate implementation by explicitly supporting gifted students' ALP goals during core instruction rather than only during GT service time. These are the steps that will need to be taken so that the professional development can start to be implemented.
1. Approval from BOCES Executive Director
2. BOCES SAC Meeting: Approval from District Superintendents
3. Schedule Individual Principal Meetings: Collaboration with Principals
4. Add Dates of PD Approved Days to Calendar
5. Create Professional Development - Professional development will focus on:
+Reframing gifted learners' needs as occurring throughout the day
+Translating ALP goals into daily instructional strategies
+Implementing manageable differentiation strategies within core instruction
+Establishing routines for ongoing ALP goal reference and reflection
* These initial topics may be adjusted once input from principals is received
6. Present PD- Professional development sessions will include opportunities for teachers to:
+ Analyze Sample/Actual ALP goals with action steps that the student will take towards meeting their goals as well as steps that the teacher will take in supporting the student with their goals
+ Modify existing lesson plans to incorporate differentiation for gifted student needs
+ Identify daily instructional strategies that are aligned with ALP goals
* These initial topics may be adjusted once input from principals is received
7. Observe Implementation and Impact-Classroom observations will focus on evidence of differentiation and explicit connections between instruction and gifted students' ALP goals, including pacing adjustments, task complexity, and student engagement with goal-related work.

Explain how meeting this target will improve gifted student performance.

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

As teachers increase their understanding of gifted learners' needs and intentionally embed differentiation throughout daily instruction, gifted students will experience sustained challenge, increased engagement, and continuous progress toward ALP goals rather than episodic support.

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. Responsible Person: Salomeia Azgur
2. Accountable Person: Salomeia Azgur
3: Consulted Person: Terri Jones
4. Informed Persons: Superintendents and Principals in the three districts

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

Quantitative and qualitative measurements, including progress monitoring along the way, Some measurements can be about completing tasks, but also include measurements that show impact.

Classroom Observations of the Implementation of Professional Development Content-This will be developed

after meeting with principals and collaborating on how this will look in every building.

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 aligns with the overall focus of the BOCES to support differentiation in the classroom for both special education and gifted education students.

Program Element - Major Improvement Strategy 2 (Optional)

No Content

Program Element - Major Improvement Strategy 3 (Optional)

No Content

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.

No Content

AU Gifted Education Director of Record Name

Salomeia Azgur

Action Required

No Content