AU: Charter School Institute - 80010

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.

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.

While CSI's rate of identification of students in need of gifted education services saw an 8 percent increase this year, we still identify at a rate (4.08%) that continues to be below the state rate (8.73%). Eight CSI schools have no students identified. As a statewide entity, an overall identification rate matching the state rate would be expected.
When looking at subgroup performance using Donna Ford's Representation Index (aiming for 0.8-1.2), CSI has underrepresentation of the following groups of students: Black (0.64), Hispanic (0.50), SPED (0.49), ML (0.18). Each of these areas show a slight improvement over 2024-2025 data. When considering all students with disabilities (504 & IEP), the representation index is equitable (1.12). Former MLs who have exited English Language Development Programs also show equitable representation (1.50).
CSI has identified root causes to explain the overall low rates of identification and inequitable representation for some groups of students in gifted education:
1. Insufficient procedures to ensure transfer students retain identification.
2. Lack of consistency in implementing CSI Identification Guidance, including reliance on guidance that emphasized three qualifying data points.
3. Inconsistent implementation of Universal Screening.
4. General education teacher lack of understanding gifted traits is impacting referrals.
5. Inconsistent use of ACCESS data to generate referrals.

Between April 2025 and April 2026. The following actions were completed:
• CSI trained registrars and gifted leads October Count and End of Year Gifted Data and implemented new validation procedures.
• CSI analyzed ACCESS data against gifted qualifying criteria and provided the data to schools
• 100% of eligible CSI schools participated in Universal Screening at 2nd and 6th grade
• 100% of schools participated in Gifted Identification Training
• CSI's Gifted Director held at least one in-person meeting with School Leader and Gifted Lead at 100% of schools identified for targeted support
• 3 of 11 schools with no students identified were able to identify students by October 2025

Determine the student performance priority this program element will address.

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

This plan addresses the student performance priority of equitable access to gifted education services. By improving the identification procedures, CSI aims to ensure that all students with advanced learning potential, regardless of background or demographics, have an equal opportunity to be identified and supported through gifted education programs.

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

AU Identification Rate:
October 2025 target = 4.0% October 2026 target = 4.5% October 2027 target = 5.5%
Met: 4.08%
Black student RI:
October 2025 target = 0.60 October 2026 target = 0.65 October 2027 target = 0.70
Met: 0.64
Hispanic student RI:
October 2025 target = 0.60 October 2026 target = 0.65 October 2027 target = 0.70
Increased, but did not meet: 0.50
MLL RI:
October 2025 target = 0.30 October 2026 target = 0.35 October 2027 target = 0.40
Increased, but did not meet: 0.18
Actions:
• Develop asynchronous training on Traits of Giftedness and provide access to schools in the Fall. June 2026
• Develop asynchronous training on Identifying MLs and provide access to schools in the Fall. August 2026
• Implement Year 2 of requiring all schools to participate in Universal Screening for grades 2 and 6. School assessment and testing window selection Aug 2026
• Analyze CSI-wide ACCESS data against CDE Gifted Qualifying Criteria. Provide training and targeted supports for schools that have students who meet criteria Sept 2026
• Implement Year 2 of October Count data validation. Sept 2026
• Review October Count data against targets and adjust actions steps as needed. Nov 2026
• ALP Audit focused on BOE aligned to statewide criteria. Dec 2026
• Provide required Gifted Identification Training. Jan 2027
• Provide targeted supports for schools identified in November which may include: in-person meeting with school leader; development of written identification procedures; CSI data screen of state assessments resulting in student referral to school; CSI facilitation of body of evidence review team meeting. Q3 and Q4.
• Analyze Universal Screening outcomes data. May 2027
• Collect and analyze End of Year corrections against October Count corrections. June 2027

Explain how meeting this target will improve gifted student performance.

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

Increased identification accuracy and equity will help CSI:
1. Close performance gaps for underrepresented groups in gifted education, potentially leading to better academic outcomes for these students.
2. Enhance academic growth and achievement across the board by providing appropriate resources and support for gifted students.
3. Improve overall student engagement and performance by challenging students at their instructional level, fostering higher levels of critical thinking, and supporting their unique strengths.
Ultimately, the priority is to create a fair and inclusive system that identifies all students who could benefit from advanced learning services, thereby supporting CSI's overall academic performance and growth goals.

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):**

CSI's Gifted Director (Kim Caplan) is responsible for universal screening, developing and providing training and supports to schools.
CSI's Data Submission team will assist in communicating procedures for data validation for October and End of Year Count with school data submissions; assist in analyzing corrections needed data
CSI's Accountability team will assist in state assessment data screenings, including ACCESS.
CSI's ELD Coordinator will collaborate regarding training and ACCESS data analysis.
Gifted Leads are responsible for participating in trainings and implementing school level identification procedures.
School Leaders at schools identified for additional support related to identification are informed about universal screening and identification procedure development.

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.

Data to be collected is:
• Increase in ACCESS referrals for ID
• Decrease in October Count corrections needed
• Increase in October Count identified student counts and improved representation index values across all subgroups
• ALP Audit results
• Universal screening end of year reporting
• Decrease in End of Year corrections needed and increase in End of Year identified student counts

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?

Over the past five years, CSI has seen an increase in service to traditionally under-served populations, including students with disabilities, students with a 504, and multilingual learners. Academic growth gaps for these subgroups are apparent and these sub-groups are underrepresented in gifted education.

To address growth gaps CSI's UIP and ESEA Plans include a major improvement strategy to provide targeted performance oversight, increased coaching and training to schools related to evaluating core programming, improving MTSS structures and providing targeted interventions and supports. Likewise, the Gifted Annual Plan includes targeted performance oversight and increased coaching and training to improve identification rates overall for these targeted populations.

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

Kimberly Caplan

Action Required

No Content