AU: East Central BOCES - 64043

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.

Many of the East Central BOCES districts continue to lag behind the state average in identification rates. Currently, the state gifted identification rate is 8.73%. The gifted identification rate for ECBOCES traditional districts is 4.15% without the online schools and 2.62% when the online schools are factored into the calculation. While the rate of the traditional districts has increased from 3.7% last year, we recognize that this continues to be an area for improvement. We are committed to continuing to increase the number of students identified as gifted in order to provide equal and equitable access to appropriate programming for all students.

Determine the student performance priority this program element will address.

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

Individual district data gathered from Cognos indicates that we need to continue our focus of increasing 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 May 2027 the percentage of gifted identified students in the ECBOCES districts (including the

online schools) will increase from 2.62% to 3.0%. The percentage of identified gifted students in the traditional ECBOCES districts (not including the online schools) will increase from 4.15% to 5.0%.
Action Steps:
1. By October 31st, 2026, district GT coordinators and online school GT personnel will discuss the 12 Traits of Giftedness: Non-Biased Profile document with their building educators, including MLL coordinators, and will ask for referrals.
2. Universal screenings using the full CogAT will take place in the fall of 2026 for every 6th grader (7th graders in one district) and spring of 2027 for every 2nd grader. Extra tests will be purchased and districts will be encouraged to test other students who show potential.
3. The ECBOCES GT Coordinator/GERC will analyze all CogAT data after each universal screening. District coordinators will receive a checklist with next steps for collecting a body of evidence for students whose data is at or near the qualifying or supporting data levels.
4. In December 2026, the district GT coordinators and online school GT personnel will be offered professional development on the identification process, including the ECBOCES ID Process Document, and identification scenarios including MLL's and 2e students. The Assessment Matrix will be reintroduced during this training. An identification refresher training will be offered in April. Both trainings are scheduled to take place after universal screening data has been received. In addition, individual support will be available as needed throughout the school year.
5. In the fall of 2026 (exact date TBD) the ECBOCES GERC/GT Coordinator will meet with districts' MLL Coordinators at their fall meeting to share information about gifted identification of MLL's.
6. Beginning in October 2026 and continuing monthly through May 2027, building coordinators will post GT Myth Buster One-Pagers in their buildings and will remind educators to submit referrals. Myth Buster topics will include Gifted and MLL, and Twice Exceptional, as well as other topics. Online school GT personnel will share these documents electronically.
7. Two ALP/ID work days, one in September and one in May, will be scheduled to give district GT coordinators time away from their classrooms to work on identifications with support from the ECBOCES GT Coordinator/GERC.
8. The ECBOCES GERC/GT Coordinator will share updates in identification rates with district superintendents through the Gifted Education SAC reports in the 2026-2027 school year.

Explain how meeting this target will improve gifted student performance.

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

State data indicates that many students in the ECBOCES districts are not making expected growth. If gifted students are identified, it is more likely they will be given appropriately challenging programming and social emotional support as needed, in order to reach academic growth and potential.

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 GT Coordinator/GERC will provide district GT coordinators the 12 Traits of Giftedness: Non-Biased Profile document and will be responsible for advising district coordinators to share with their building educators.
2. The ECBOCES GT Coordinator/GERC will be responsible and accountable for managing and implementing the Universal CogAT screenings. District GT coordinators will be informed of and responsible for proctoring

the test event or asking for help from the ECBOCES GT Coordinator/GERC.
3. The ECBOCES GT Coordinator/GERC will be responsible for analyzing all CogAT data and sharing next step check lists with district coordinators at the end of each testing window. District coordinators will be responsible for acting on next steps.
4. The ECBOCES GT Coordinator/GERC will be responsible for creating professional development materials and providing district coordinators training and support with the identification resources. Resources from previous professional development around the identification of MLL's and 2e students will be used at each training.
5. The ECBOCES GT Coordinator/GERC will be responsible for sharing characteristics of ML gifted learners and the criteria used for identification. Resources and supporting documents will include Using ACCESS data for Gifted ID and the 12 Traits of Giftedness: Non-Biased Profile document.
6. The ECBOCES GT Coordinator/GERC will be responsible for creating the monthly GT Myth Buster One-Pagers, and informing district coordinators to post and share with building educators.
7. The ECBOCES GT Coordinator/GERC will be responsible for scheduling, hosting, and informing district GT coordinators of the two ALP/ID work days.
8. The ECBOCES GT Coordinator/GERC will be responsible for sharing updates in identification rates with district superintendents through the Gifted Education SAC reports in the 2026-2027 school year.

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.

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 Traits document and in asking for referrals.
2. 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.
3. The next step check lists will be shared google documents enabling the ECBOCES GERC/GT coordinator to track progress and offer support.
4.The ECBOCES GERC/GT coordinator will share reminders for the ID trainings. Participants will be asked to complete an evaluation to determine if more/different support is needed.
5. Cognos data will be used to determine if the rate of identified MLL's increasing. Participants will be asked to complete an evaluation to determine if more/different support is needed.
6. 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 Myth Buster One-Pagers with their district educators.
7. 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.
8. The ECBOCES GERC/GT coordinator will include updated identification rates in SAC reports.

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?

ECBOCES districts are continually focused on growth for all students. These actions will be convergent with other priorities.

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

Jodi Church

Action Required

No Content