AU: Education reEnvisioned BOCES - 64045

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.

We continue to need and want to improve our identification of gifted and talented (GT) students within the BOCES. As we reflect on last year, we saw an increase in the number of students identified, but we have still not identified as many students as we would like in areas other than academics. Feedback from monitoring might suggest we broaden our identification processes. This aligns with BOCES's priorities of providing equitable opportunities for all students. Feedback
from monitoring and data analysis suggests that current identification methods may be too narrow, and expanding them to recognize diverse talents will better meet the needs of all learners. By incorporating research-based practices, updating evaluation procedures, and improving outreach, we aim to create a more inclusive identification system that reflects the full range of student potential. Success will be measured by increasing the
number of students identified across all areas of giftedness, ensuring a more comprehensive representation of student abilities.

Determine the student performance priority this program element will address.

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

This program element will focus on accurately identifying and supporting gifted and talented (GT) students in all areas of strength. By improving identification, particularly in underrepresented areas like talent and creativity, we aim to meet their academic and social-emotional needs better, ensuring they receive the resources needed to excel.

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

The annual target is to increase the identification of gifted students across all areas, including academic, creative,
and talent domains, by 2% by the end of the school year. To do this, we will implement the following within this timeframe:
August - September: Review incoming records and update current identification processes to ensure inclusivity across all gifted areas.
October: Conduct professional development for staff on recognizing diverse gifted traits, including nonacademic
talents.
November - December: Implement an outreach campaign to inform parents and students about the expanded identification criteria and process.
January - March: Administer updated assessments and collect evidence of giftedness, including teacher recommendations and student portfolios.
April - May: Review data, finalize student identification, and develop Advanced Learning Plans (ALPs) for newly identified students.
Specific benchmarks include completing staff training by October, distributing outreach materials by December, and identifying new students with updated criteria by May. Progress will be monitored through quarterly data
reviews to ensure the target is met.

Explain how meeting this target will improve gifted student performance.

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

Meeting this target will significantly improve gifted student performance by ensuring that more students are accurately identified and provided with the appropriate resources and support to develop their full potential. ER BOCES has a 1.7% identification rate, well below the 7.3% statewide average. By increasing the identification rate to match the state's percentage, we will be able to serve more students who may otherwise be overlooked, particularly in non-traditional gifted areas such as creativity and talent.
This increase in identification will allow for the development of personalized Advanced Learning Plans (ALPs) tailored to each student's strengths and needs. With access to enriched curricula, differentiated instruction, and expanded learning opportunities, identified students will have the chance to engage more deeply in their areas of giftedness, leading to enhanced academic performance, motivation, and social-emotional development.
The target is supported by data showing that early and accurate identification of gifted students improves outcomes, including higher academic achievement and better preparedness for post-secondary education. Research also suggests that under-identification limits student growth, particularly among underrepresented populations. Therefore, updating identification processes to be more inclusive and aligned with statewide standards will ensure equity in educational opportunities across ER BOCES.
By addressing this gap and matching the state's identification rate, ER BOCES will be better positioned to meet the diverse needs of its gifted students, leading to improved overall student performance and 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):**

Responsible Person(s): The gifted education coordinator will be responsible for implementing the action steps. This includes overseeing the identification process, organizing professional development, and properly using updated assessment tools. The coordinator will also lead communication efforts with school leaders for parents, students, and staff.
Accountable Person(s): The special education director and school principals will be accountable for the successful implementation of the action steps. They will ensure that timelines are met, monitor progress, and allocate the necessary resources. They are responsible for ensuring that the identification targets and benchmarks are achieved.
Consulted Person(s): Teachers, school counselors, and gifted education specialists will be consulted throughout the process. Their input will guide the identification criteria, assessment tools, and creation of individualized Advanced Learning Plans (ALPs). They will also provide valuable feedback on student performance and engagement.
Informed Person(s): Parents, students, and BOCES leadership will be regularly informed of the progress. Parents will be updated on their child's status, while BOCES leadership will receive reports on identification rates and outcomes to ensure alignment with goals and accountability standards.

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.

The success of the proposed action will be assessed using several key measures: Identification Rate:
The primary measure of success will be the increase in the number of students identified as gifted and talented (GT). The target is to raise the identification rate from the current 1.7% to align with the statewide average of 7.3%.
Updated 4/2025: Our current identification rate for gifted students is 3.5% of our full-time enrollment. Although this remains below the statewide average of 8.7%, we are encouraged by the progress we've made. To continue this upward trend, our goal is to steadily increase our identification rate by approximately 2% each year, with the aim of reaching or exceeding the state average within the next five years. This long-term approach will allow us to build capacity, refine our identification practices, and ensure equitable access to services across all student groups. Student Referral and Assessment:
Students will be referred for assessment through multiple pathways, including universal screening in 2nd and 6th grades, teacher, parent, and student referrals, the Multi-Tiered System of Supports (MTSS), and assessment data. The effectiveness of these referral sources in identifying gifted students, including twice-exceptional learners, will be evaluated.
Body of Evidence: School teams will collect a comprehensive body of evidence, including talent portfolios, for referred students. This will include cognitive assessments (such as the CogAT) and qualitative data from the Scales for Identifying Gifted Students (SIGs), which have recently been added to ensure multiple pathways for gifted identification as per ECEA Rule. Success will be measured by how effectively these tools lead to accurate and equitable identification, particularly for twice-exceptional students.
Talent Pool and Progress Monitoring: Students scoring in the 90th to 94th percentile will be placed in the Talent Pool for continued identification, intervention, and enrichment. Their progress will be closely monitored to determine if further identification is needed, ensuring that no student is prematurely excluded from gifted consideration.
Advanced Learning Plans (ALPs): Success will also be measured by the number of new ALPs created for identified students and the quality of these plans, ensuring personalized academic and social-emotional support. Periodic reviews will assess the effectiveness of these plans in meeting student needs.
Professional Development: Ongoing professional development for staff, including general education teachers,

will be evaluated to ensure they understand the characteristics of gifted students and can appropriately refer and support them. Staff training effectiveness will be measured through feedback and the application of identification practices in the classroom. Parent and Student Feedback: Surveys and direct feedback from parents and students regarding the identification process and services provided will help gauge satisfaction and the perceived impact of the program.
Progress Monitoring and Reporting: Regular reports will track the implementation of each action step, with success measured by meeting the established benchmarks and deadlines. By using these measures, we aim to ensure that a diverse group of students, including those who are twice exceptional or gifted in non-traditional areas, are accurately identified and supported.

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 work is highly convergent with other BOCES priorities, particularly concerning the individual schools' Unified Improvement Plan (UIP) and school improvement initiatives. By enhancing the identification processes for gifted and talented (GT) students, we align our efforts with the BOCES's commitment to equity and inclusion, ensuring that all students receive the appropriate support to thrive academically and socially.
The focus on improving the identification rate of gifted students directly supports the district's goals for academic achievement and personalized learning. This initiative will contribute to overall school improvement by ensuring that talented students, including those who are twice-exceptional, are recognized and provided with the necessary resources to excel.
To avoid the initiative being a stand-alone effort, this initiative will connect with other departments by collaborating with special education, MTSS teams, and general education staff to create a cohesive approach to student support. Professional development will be designed to integrate best practices across all areas, ensuring that all staff members are equipped to identify and support gifted students within the framework of existing educational strategies. Our efforts will create a comprehensive system that not only prioritizes gifted education but also enhances the overall educational experience for all 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.

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AU Gifted Education Director of Record Name

Suzanne Romero

Action Required

No Content