AU: Elizabeth School District - 19205

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.

For the 2026–2027 school year, the district will prioritize strengthening elementary and middle school gifted programming through the development and support of cluster GT teachers. This focus reflects the need to build consistent instructional capacity and ensure that Advanced Learning Plans (ALPs) are implemented in purposeful and meaningful ways to drive student learning.

Determine the student performance priority this program element will address.

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

Rationale
Personalized Learning
Effective implementation of ALPs ensures that each gifted learner’s strengths, interests, and needs are meaningfully addressed through intentional instructional planning.
Impactful ALPs
Strengthening ALP implementation shifts plans from compliance-driven documents to active tools that guide instruction, increase engagement, and support measurable student growth.
Targeted Educator Support

The 2026–2027 focus includes developing and supporting cluster GT teachers through strategic staffing and ongoing coaching from the GT Director of Record. This approach ensures alignment to best practices while supporting continued endorsement or Metro certification.
Capacity Building
Investing in educator development builds sustainable program capacity, strengthens consistency across schools, and improves the district's ability to deliver high-quality gifted services over time.

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

Development and Refinement of ALPs
Goal: Ensure ALPs are aligned to student strengths, interests, and demonstrated needs, and function as active instructional tools.
Timeline:
August: Input gathered from students and families to inform ALP development
September: Finalization of ALPs with clearly defined, measurable goals
January: Mid-year review and revision based on student progress
May: End-of-year evaluation to inform next steps
Targeted Educator Support (Cluster Model)
Goal: Strengthen implementation through the development of cluster GT teachers supported by strategic staffing and coaching.
Timeline:
August–September: Staffing, role clarification, and onboarding
Ongoing: Coaching and support from the GT Director of Record, with continued progress toward GT endorsement or Metro certification
Student Progress Monitoring
Goal: Monitor and respond to student progress toward ALP goals to ensure timely instructional adjustments.
Timeline:
September: Establish baseline data aligned to ALP goals
October–May: Ongoing progress monitoring and instructional adjustment cycles
December & March: Formal progress updates shared with students and families
May: Final evaluation of student growth and goal attainment
Family and Student Engagement
Goal: Strengthen collaboration to ensure ALPs reflect student voice and are meaningfully implemented.
Timeline:
August: Initial goal-setting meetings with students and families
January: Mid-year conferences to review progress and adjust goals
May: End-of-year reflection and planning for continued growth

Explain how meeting this target will improve gifted student performance.

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

Student Performance Priority
Enhancing personalized learning outcomes through the consistent implementation of Advanced Learning Plans (ALPs) and targeted support for cluster GT teachers
Rationale
Data, Policy, and Research Alignment
Local program review data and internal observations indicate variability in how ALPs are implemented across classrooms, limiting their effectiveness as tools for guiding instruction. Current policy requires that ALPs be developed and used to inform programming; however, inconsistent implementation reduces their impact on student learning outcomes. Research further demonstrates that identification and programming outcomes are driven by system design and instructional practices, rather than assessment alone (Card & Giuliano, 2016; Hodges et al., 2018).
Analysis of Need

This variability suggests that gifted student performance is influenced not only by identification, but by how consistently and effectively instructional supports are implemented. Without clear structures and educator capacity, ALPs function as compliance documents rather than tools that drive differentiated instruction and talent development.
Targeted Educator Support
The 2026–2027 focus on cluster GT teachers, supported through coaching from the GT Director of Record and continued progress toward endorsement or Metro certification, addresses this gap by strengthening site-based expertise and ensuring more consistent implementation of gifted programming.
Impact on Student Performance
Meeting this target will improve gifted student performance by increasing the alignment between student needs and daily instruction. When ALPs are actively used to guide differentiation, students are more likely to experience appropriate challenge, sustained engagement, and measurable academic growth aligned to their individualized 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):**

Responsible Person(s):
Cluster GT Teachers
Classroom Teachers
Role: Implement ALPs, deliver differentiated instruction, monitor student progress, and adjust learning experiences based on student needs.
Accountable Person(s):
GT Director of Record
Role: Oversees implementation fidelity, provides coaching and professional learning, monitors program effectiveness, and ensures alignment to district expectations and state requirements.
Consulted Person(s):
Building Principals
Families and Students
Special Services Leadership (as applicable)
Role: Provide input on student needs, support scheduling and implementation structures, and contribute to ALP development and refinement.
Informed Person(s):
District Leadership
School Staff
Role: Remain informed of program goals, progress, and outcomes to ensure alignment and shared understanding across the system.

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.

Measures of Success
The success of the proposed actions will be evaluated through multiple measures aligned to student performance, instructional practice, and program implementation.

Student Performance Measures
Percentage of gifted students meeting or exceeding individualized ALP goals by the end of the school year
Evidence of student growth through progress monitoring data aligned to ALP goals (e.g., classroom performance, advanced work samples, local and state assessment data where applicable)
Instructional Practice Measures
Teacher self-assessment and survey data indicating increased confidence and effectiveness in using ALPs to guide instruction
Observation and coaching data reflecting implementation of differentiation strategies aligned to ALP goals
Implementation Fidelity Measures
Completion and quality of ALPs, including alignment to student strengths, interests, and measurable goals
Documentation of ongoing progress monitoring and instructional adjustments throughout the year
Participation in professional learning and coaching cycles for cluster GT teachers
Program Effectiveness Measures
Increased consistency of ALP implementation across classrooms and schools
Feedback from students and families regarding engagement, challenge, and relevance of learning experiences

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?

Alignment to District Priorities (2026–2027)
Although this work focuses specifically on gifted learners, it is intentionally aligned to broader district priorities, including improving student achievement, strengthening instructional practice, and increasing staff retention. The emphasis on consistent ALP implementation and the development of cluster GT teachers ensures this work is integrated within existing systems rather than operating as a standalone initiative.
1. Increasing Student Achievement
Alignment to Instruction and Assessment Systems
The use of ALPs as instructional tools aligns with district priorities around data-informed instruction and student growth. By ensuring that gifted students receive appropriately differentiated instruction, this work supports increased academic performance and growth across content areas.
Connection to District Metrics
Progress monitoring aligned to ALP goals contributes to broader district measures, including student growth, proficiency, and overall academic performance. Strengthening implementation ensures that gifted learners demonstrate continued growth, supporting district accountability outcomes.
2. Strengthening Instructional Practice and Teacher Retention
Embedded Professional Learning
The development of cluster GT teachers is integrated within the district's professional learning system, including coaching cycles, collaboration structures, and ongoing support from the GT Director of Record. This builds teacher capacity while aligning to district priorities around effective instruction.
Increased Teacher Efficacy and Retention
Providing teachers with clear tools, coaching, and support for differentiation increases confidence and instructional effectiveness. This contributes to improved job satisfaction and supports district efforts to retain high-quality educators.
3. System Coherence and Capacity Building
Integration Across Schools and Departments
The cluster GT teacher model strengthens alignment between general education, special services, and building-level leadership by creating shared responsibility for gifted programming. This ensures consistent implementation across schools and reduces variability in services.
Sustainable Systems Development
By building site-based expertise and aligning ALP implementation with district structures, this work contributes to long-term capacity rather than short-term intervention. The model supports scalability and continuous improvement across the district.

4. Family and Community Engagement
Alignment to District Engagement Priorities
Structured communication around ALPs strengthens partnerships between families, students, and schools. This supports district goals related to transparency, engagement, and shared ownership of student success.
Outcome
By embedding gifted programming within district systems—through consistent ALP implementation and the development of cluster GT teachers—this work strengthens instructional coherence, improves student outcomes, and contributes to broader district priorities without functioning as a standalone initiative.

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

Jennifer Bruns

Action Required

No Content