AU: El Paso 2, Harrison - 21020

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.

Analysis of three-year gifted identification data (October counts) reveals a consistent gender imbalance favoring male students. Year-by-year breakdown:
SY 2022–23: 41.8% female, 58.2% male
SY 2023–24: 46.3% female, 53.7% male
SY 2024–25: 43.7% female, 56.3% male
Across the period, the female identification rate fluctuated between 41.8% and 46.3%, whereas the male rate ranged from 53.7% to 58.2%. The highest female representation occurred in SY 2023–24 (46.3%), but this increase was not sustained in SY 2024–25, which returned to 43.7%—only modestly above the SY 2022–23 baseline.

Determine the student performance priority this program element will address.

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

Increase equitable identification of female students in the district’s gifted program

Set anticipated annual target(s) including action steps and timeline for implementation with

specific benchmarks and dates.

Monthly - Disaggregate the identification pipeline by gender at each stage: referral, screening, assessment, and final identification. Quantify attrition or disproportionate exclusion points.
Weekly - Audit referral sources and criteria to detect potential bias (e.g., teacher nominations, standardized cutoffs, gifted test design).
Monthly by school - Conduct cohort analyses to see whether specific grades, schools, or subpopulations drive the disparity.
Weekly - Implement and pilot interventions aimed at earlier, gender-neutral identification (universal screening, blind scoring, teacher training on recognition of diverse gifted behaviors).
Quarterly - Establish short- and long-term targets for reducing the gender gap, with monthly/quarterly monitoring and predefined evaluation metrics.

Explain how meeting this target will improve gifted student performance.

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

Increasing identification equity allows more students to receive services matched to their learning needs. When previously under-identified students (in this case, female students) gain access to gifted-level curricula, acceleration options, and differentiated instruction, their engagement, deeper learning, and achievement are likely to improve. Additionally, Providing targeted supports once identification is corrected—such as differentiated instruction, mentorship, and gender-responsive enrichment—helps sustain gains. When supports are intentionally designed to meet the needs of newly identified students, they are more likely to persist, develop advanced skills, and achieve at higher levels.

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): Gifted Education Facilitators and Gifted Education Coordinator
Accountable Person(s): Gifted Education Facilitators and Gifted Education Coordinator
Consulted Person(s): Executive Team and Building Level Administration
Informed Person(s): Building Level Staff

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.

Analysis of October count.

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?

The district will strengthen identification practices to ensure female students are fairly and consistently

recognized for gifted program eligibility, aligning this work with the district priority that all students deserve a high-quality education. To achieve convergence between equity goals and districtwide instructional excellence.

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

Patricia Vail

Action Required

No Content