AU: Montrose Re-1J, Montrose - 43010

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.

Last year’s work around gifted programming highlighted several strengths, while also identifying opportunities for growth in consistency, instructional rigor, and equitable access across schools. Feedback gathered through the Gifted Education Monitoring process, stakeholder surveys, and district reflection conversations showed that students and families value access to gifted services, peer groups, and meaningful learning opportunities once identified. Monitoring feedback also affirmed the district’s strong progress in identification practices, expanded universal screening, ongoing data review, and increased attention to underrepresented populations. At the same time, the monitoring team identified opportunities for growth in programming, staffing, professional learning, and alignment of services across schools.
A consistent theme from administrator, teacher, and family feedback was the need to strengthen classroom support for advanced and gifted learners beyond pull-out services alone. While pull-out programming remains an essential component of the district’s service model, there is currently an inconsistency in how advanced learners are challenged within general education classrooms. Teachers expressed the need for additional support in designing rigorous learning experiences, differentiating instruction, and implementing Level 4 learning opportunities that promote curiosity, productive struggle, discourse, and advanced thinking. Monitoring feedback also reinforced the importance of building sustainable systems that extend gifted supports into daily classroom instruction across all schools.

Determine the student performance priority this program element will address.

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

Data and feedback reveal inconsistency in the level of rigor, challenge, and advanced learning opportunities students experience across classrooms and schools. While some students regularly engage in Level 4 learning experiences that promote critical thinking, creativity, productive struggle, and discourse, these opportunities are not yet consistently embedded within general education classrooms districtwide. In fact, 99% of our gifted students who completed the survey indicated that they are rarely or only sometimes challenged in their general education classroom.

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

During the 26/27 school year, GATE facilitators will collaborate monthly or at the beginning of a new unit with 3rd–8th grade teams to co-plan instruction, building educator capacity to embed rigorous, differentiated learning experiences for advanced learners within the general education classroom, including the intentional design of Level 4 learning opportunities that promote deeper application, transfer, and critical thinking.

Explain how meeting this target will improve gifted student performance.

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

Once this target is met, advanced and gifted learners will consistently experience rigorous, differentiated instruction within both gifted services and general education classrooms. Students will regularly engage in Level 4 learning opportunities that require deeper application of knowledge, critical thinking, problem solving, creativity, and transfer of learning across contexts. Rather than primarily completing extension activities or additional work, students will participate in meaningful learning experiences that challenge them to analyze, evaluate, synthesize, defend reasoning, and explore multiple pathways for demonstrating understanding. As educator capacity increases through ongoing co-planning and collaboration with GATE facilitators, advanced learners will experience greater consistency in instructional rigor and responsiveness across grade levels, classrooms, and schools.

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)
GATE Facilitators: Collaborate monthly or at the beginning of a unit with general education teams.
General Education Teachers: Collaborate with GATE Facilitators and implement differentiated instructional strategies and level 4 tasks with classroom instruction.
GATE Coordinator: Coordinate implementation, develop resovred ad professional learning supports, support GATE facilitators
Accountable Person(s)
GATE Coordinator: Accountable for overall implementation, monitoring progress toward target.
Principals: Accountable for supporting implementation at the building level including scheduling structures that allow for collaboration.
Consulted Person(s)

Building Resource Teachers: Collaborate around instructional practices, differentiation strategies, and alignment to district curriculum and proficiency scales.
Gifted Education Resource Coordinator: Provide technical assistance, resources and professional learning support related to gifted programming and advanced instruction.
Informed Person(s)
Students & Families: Informed about programming goals, instructional supports and opportunities available for advanced and gifted learners.

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.

Implementation Measures
Percentage of 3rd-8th grade teams participating in collaborative sessions with the GATE facilitators.
Implementation of professional learning sessions provided related to differentiation, advanced learners, and level 4 instruction.
Student Impact Measures
Increase in the percentage of gifted learners demonstrating advanced performance on their report cards (level 4).
Student perception survey data related to challenge and rigor in the general education classroom.
Principal and building resource teacher observations regarding rigor in the general education classroom.

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 district priorities related to instructional rigor, standards-based learning, and educator capacity building. A major area of alignment is the district's continued work around proficiency scales and standards-based instruction. The focus on co-planning and designing Level 4 learning opportunities directly supports the district goal of helping teachers move beyond basic proficiency toward deeper application, transfer, strategic thinking, and extended reasoning within the proficiency scale framework. Through collaboration with GATE facilitators, teachers will strengthen their ability to intentionally plan instruction and tasks that align to Level 4 indicators on proficiency scales, ensuring advanced learners consistently experience rigorous learning opportunities embedded within core instruction rather than isolated enrichment activities.

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

Allie Freismuth

Action Required

No Content