AU: Mountain BOCES - 64093

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.

The 2025–26 Annual Plan centered on examining and strengthening gifted programming within each district, with a focus on what is currently provided to students in the school setting.
The Director met with each district individually 2–3 times throughout the year to gather key information, including:
Timing, grade levels, and assessments used for screening
Instruction provided in thinking skills and creativity
How and when programming is delivered
Opportunities for coordinators to collaborate with teachers on ALP goals and progress monitoring
Supports available to teachers to meet the needs of gifted students in daily instruction
How gifted coordinators are utilized as a resource for classroom teachers
Inclusion of gifted students in MTSS/RTI processes
Additional opportunities available for identified students within and beyond the school day
This information was compiled into individual district summaries as well as a comprehensive Mountain BOCES document. Findings were shared with each district both individually and in a collaborative group setting.
This work provides a strong foundation for setting targeted goals around professional development and building teacher capacity. Ultimately, this focus is expected to lead to more consistent, intentional, and effective

programming for gifted students in the classroom.

Determine the student performance priority this program element will address.

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

Districts engaged in a deep review of how gifted programming is currently provided within their schools during the 2025–26 school year. Building on this work, the focus for 2026–27 will be to provide targeted support and resources to strengthen student programming.
Districts have expressed a need for increased district-level professional development to build staff capacity and raise awareness of effective strategies for serving gifted learners.
The BOCES Gifted Education Director will collaborate with district leadership to determine the most effective approaches for each district, taking into consideration constraints such as time, funding, and local priorities.
Potential strategies to build capacity and expand resources may include:
District-level professional development opportunities
Newsletters with practical, easy-to-implement programming strategies
Expanded resources and guidance on the website
Use of AI tools to curate and share instructional resources
Implementation or expansion of programs such as Beast Academy, Genius Hour, Project-based learning (e.g., Project Eagle), Renzulli-based programming, and infusion classes
Professional learning opportunities through internal or external presenters at the start of the school year, during staff meetings, or embedded within existing professional learning time
These efforts are designed to increase consistency, strengthen instructional practices, and ultimately improve outcomes for gifted students across districts.

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

In spring 2026, the Director, district staff, and administration will collaborate to identify and plan professional development (PD) opportunities tailored to each district.
In fall 2026, the Director will meet with district teams to:
Confirm PD offerings for the 2026–27 school year
Identify additional strategies to increase awareness and understanding of gifted programming
Explore ways to improve communication with students and families to ensure programming is meaningful, relevant, and clearly understood
Goals for 2026–27 include:
Provide at least one professional development opportunity per school or district-wide
Expand awareness of gifted student needs through ongoing written and virtual resources
Strengthen communication with families regarding their child's programming and progress
Ensure gifted students are consistently included in district MTSS processes to keep programming needs visible and prioritized
Review and progress monitor ALP goals 2-3 times per year, involving teachers, parents, students (as appropriate), and relevant staff to ensure alignment between programming and student needs
These efforts are intended to strengthen consistency, improve communication, and ensure that programming is responsive and aligned to each gifted student's Advanced Learning Plan.

Explain how meeting this target will improve gifted student performance.

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

Through this focused programming work, students will receive more targeted, effective, and consistent instruction across a continuum of supports.
Teachers will have greater clarity on student needs and will be better equipped to deliver appropriate, aligned programming. Parents will receive clearer, more consistent communication about their child's programming and how it is implemented.

Student data will be reviewed 2–3 times per year to monitor growth and measure the impact of programming. This ongoing review will help ensure strong alignment between instructional practices and each student's Advanced Learning Plan (ALP), leading to improved student outcomes.

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. AU Gifted Education Director
2. District level gifted ed staff and administration
3. GERC, classroom teachers and other relevant district staff
4. Parents and students

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 this programming focus will be measured by the increased consistency and intentional programming designed to meet student needs.
This will be reflected in stronger alignment between instructional programming and Advanced Learning Plan (ALP) goals, leading to improved student achievement.
Progress will be monitored through:
Regular review and progress monitoring of ALP goals
Improved communication and shared understanding of student needs among teachers, families, and staff
Ongoing analysis of student data from state and local assessments to track growth and achievement

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?

As the Administrative Unit, the BOCES will actively engage both BOCES and district staff in the work of strengthening and delivering optimal programming for gifted students.
This work directly supports the Mountain BOCES mission:
Through collaborative partnerships and extended networks, we provide services and create opportunities that support equitable, high-quality educational experiences for youth and adults.
By focusing on intentional programming, capacity building, and collaboration, this effort ensures that gifted students' needs are met within a system committed to equity, access, and excellence for all learners.

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

Jane Toothaker

Action Required

No Content