AU: Aspen 1 - 49010

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.

Procedures for Parent, Family, Student Engagement

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.

Staffing transitions within the gifted department, including a new middle school teacher and anticipated high school support, require clear and consistent procedures for engaging students and families. Feedback from our most recent Gifted Education Monitoring (GEM) visit emphasized the need for alignment of services and communication across schools. Establishing consistent engagement procedures will support continuity of service and ensure that expectations and timelines remain clear despite staffing changes.

Determine the student performance priority this program element will address.

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

Student self-advocacy and engagement in goal-setting and progress monitoring

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

August–September: Communicate annual gifted program overview, engagement opportunities, and ALP timelines to families and students.
By October 31: Ensure all students in grades 3–12 complete ALP goal development with documented family

notification.
November–February: Conduct first progress monitoring check-in and communicate updates to students and families.
March–May: Conduct second progress monitoring check-in and share end-of-year reflection or summary of progress with families.
May: Review implementation of engagement procedures across schools and identify adjustments for the following school year.

Explain how meeting this target will improve gifted student performance.

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

Consistent engagement procedures will improve gifted student performance by ensuring that students set goals, monitor progress, and receive timely support across school years. Structured communication and progress monitoring strengthen student ownership of learning and support consistent implementation of Advanced Learning Plans

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

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1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible Person(s):
Gifted Education Coordinator and Gifted Education Staff implement engagement procedures, communicate timelines, support ALP goal development and progress monitoring, and ensure documentation is completed.
Accountable Person(s):
Building Principals ensure procedures are implemented within their schools and that staff follow established timelines and expectations.
Consulted Person(s):
Classroom Teachers, School Counselors/MTSS staff, and District Administration provide input on student needs, scheduling, and communication practices to support implementation.
Informed Person(s):
Students and Families receive communication regarding gifted programming, engagement opportunities, and progress toward goals.
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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.

Percentage of students with completed ALP goals by October 31
Documentation of two progress monitoring communications to students and families
Evidence of annual program communication to families
Annual review of engagement procedures across schools

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 aligns with district priorities related to student goal-setting, family engagement, and consistent communication across schools. Engagement procedures for gifted students are implemented within existing systems for goal development and progress monitoring, including IB (PYP, MYP, and DP) approaches that emphasize student reflection, goal-setting, and family communication. These procedures support continuity of services and reinforce district expectations for student ownership of learning.

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

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Action Required

No Content