AU: South Central BOCES - 64163

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.

South Central BOCES wants to strengthen support and ensure consistency of gifted systems across all districts in the BOCES. Many processes and procedures vary across the BOCES due to change and inconsistency in personnel at the district levels. We want to ensure systems for identification protocols, Advanced Learning Plans, and documents are available and training is regularly provided. In some cases in the past some of the schools were over identifying while others were under identifying and did not have the robust BOE to support some of their identifications. Due to the size of the districts, an ALP platform is not available and a self-created fillable word document is provided but is used on a voluntary basis.

Determine the student performance priority this program element will address.

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

Due to the Free and Reduced (FR) and transient populations in the districts in the BOCES, a solid identification process is important so that marginal groups are not overlooked. Strong Advanced Learning Plans and procedures for their development are important to ensure all gifted students are engaged and buy into the process and their programming needs are met.

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

1) Identification trainings will be set up for the districts that have new GT leads and/or for those GT leads that need a refresh.
2) South Central Gifted Directors will individually mentor and have regular check-ins with new and struggling gifted leads in the districts. These check-ins will occur monthly and more frequently if needed.
3) Regular monthly meeting will be held with GT leads across the BOCES where they can bring identification questions to the group to discuss as a Review Team. This will ensure identified students meet the state qualifications for gifted and that students are rightly identified and supported through the ALP process.
4) Review teams will be set up at the district levels.
5) The BOCES level team under the direction of Gifted Directors will look at the body of evidence (BOE), collaborate, and make team decisions. This will help the GT leads when they are working with their district Review Team.
6) The BOCES directors along with district personnel will review annually the assessments and other qualifying materials that are available and determine if other materials need to be purchased or created to ensure there is appropriate quantitative and qualitative data available.
7) A shared drive with documents such as permission to test, referral forms, results letters and an Advanced Learning Plan will be provided for all of the districts to have access to and use.

Explain how meeting this target will improve gifted student performance.

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

In ensuring the identification process meets the state guidelines, documents are provided, regular trainings are offered, identification review teams are in place for the BOCES, and a mentorship for new and struggling gifted leads is in place, accurately identified students will be provided opportunities that will enhance their giftedness and improve their performance.

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 - District Gifted Leads
Accountable Person(s) - BOCES Gifted Directors
Consulted Person(s) - BOCES Level AdministrationBa
Informed - District level administration

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.

Based on review by Accountable Persons 100% of newly identified students will be accurately identified.
Based on review of Advanced Learning Plans and other documents 100% will be completed with all the required elements. If they do not have all the required elements, district leads will be asked to revise them.

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?

Our work to ensure systems are in place so that we are compliant with all ECEA rules is convergent with the BOCES.

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

Connie Florell and Pattie Vail

Action Required

No Content