AU: Logan Re-1, Valley - 38010

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.

Personnel

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.

During the GEM visit in the fall of 2024, the GEM team found RE-1 Valley in Partial Compliance. The GEM team recognized that most staff are aware of the value and need for gifted education, but there was a disconnect between the district coordinator, the teachers and the building liaisons. As the district's gifted percentage grows, the workload of the GT Director will reach a critical capacity and be more than one person can successfully do to complete all required elements. Therefore, it is important that the split of duties between GT Director and building liaisons be reevaluated and restructured. While there was some progress made during the 2025-2026 school year, there was lack of awareness and support between the administration in the buildings, the GT Coordinator, and building liaisons which led to a breakdown in both communication and delegation of responsibilities.

Determine the student performance priority this program element will address.

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

Collaborating with building liaisons to shift the responsibility for tracking and monitoring student growth will improve the ability of the district GT Director to determine effectiveness of programming opportunities. Student growth and achievement is a vital component of gifted programs. Shifting this responsibility to building

liaisons will make visible how gifted students are actually doing in their strength areas to multiple staff members, bringing accountability and needed conversation to the table as Re-1 attempts to help gifted students improve performance and grow in their areas of identification.

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

The annual target for this year will be shifting the specific responsibilities of tracking and monitoring student growth and achievement from the GT Director to the building liaisons.
In the fall of 2026, the GT Director, principals, and building-level liaisons will meet to establish the delegation of duties and responsibilities. Responsibilities that will transition from the GT Director to the building GT liaisons will be: updating students' BOEs twice a year, fall and spring, progress monitoring on a quarterly basis, and aiding in the communication of goal completion to student's families. There will be three more meetings this year at an hour each to provide time for training, gathering and documenting data, and sharing trends reported from the provided programming. Additionally, the GT Coordinator will meet twice a year with building principals either individually or at an administrative meeting to discuss expectations and celebrations as the responsibilities shift, teachers begin to see more ownership and parents begin to have more frequent progress monitoring updates. Communication will include building principals including emails to GT Liaisons to ensure awareness and encourage continued communication.

Explain how meeting this target will improve gifted student performance.

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

Currently there is an absence of collaborative input between building liaisons, teachers, families, and students related to gifted student growth and achievement because the GT Director is at capacity. This will improve gifted student performance because there will be allotted time for dedicated communications between liaisons, the GT Director, and the building principals. These conversations will produce conversations and illuminate issues related to student performance and available programming opportunities. If done well, this shift in responsibility will bring gifted growth and achievement to the forefront of conversations related to gifted students and the Re-1 Valley gifted program. There will be at least 2, possibly 3 new administrators in RE-1 Valley, therefore including administrators in the conversations will be incredibly important in driving the program forward in a positive direction.

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. Aubree Ross, GT Coordinator
2. Building Liaisons
3. Paula McGuire, GERC
4. Paula McGuire, GERC; Brenda Kloberdanz, Assistant Superintendent

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.

By the end of the school year, building liaisons will have attended 75% of the required quarterly meetings; this will be a requirement that is established at the beginning of the school year. Liaisons will be able to see and identify the achievement trends of gifted students within the programming opportunities available, including but not limited to; Beast Academy, Enrichment Small Groups, or PETS,. Additionally, a year-end evaluative meeting will take place at an administrative meeting that will evaluate the effectiveness of the responsibilities shift to the building GT building liaisons.

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 divergent with district priorities and focuses on overall student growth and achievement. Additionally, it focuses on the collaboration process that allows students' needs to be individually met. This process will mirror the MTSS process, with a focus on GT student achievement. Information gained from these meetings will assist the GT Director with collaboration within the district MTSS and PLC meetings as well. The district is working to achieve individual student growth through PLCs at the individual grade level during the 2026-2027 school year. This will aid in the WIN (What I Need) time processes and collaboration, ensuring that each student is receiving instruction at a level that meets their own needs and readiness.

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
Aubree Ross
Action Required
No Content