AU: Summit Re 1 - 59010

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 Portability

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.

We have had two requests for gifted identification that we have not been able to fulfill this year. One was a student from 10 years ago, and the other was a student from 2 years ago. We have not had consistent practices for storing gifted identification documentation in places that are accessible to other school districts when a student transfers.

Determine the student performance priority this program element will address.

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

A lack of consistent systems for storing and transferring gifted identification records has resulted in some students not being recognized or served as gifted upon enrollment. This delays or prevents access to appropriate levels of challenge and instruction, impacting opportunities for student growth and achievement.

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

By the end of the 2026–2027 school year, 100% of newly identified gifted students will have complete identification documentation, aligned with portability rule, stored in the student's cumulative file and

documented on the student's Advanced Learning Plan (ALP), that can be transferred to other districts upon request. By October 1, 2026, the gifted coordinator will work with all gifted coaches to assure there is understanding and follow-through of the documentation required for all new gifted identification. By May 1, 2027, the gifted coordinator will review all new initial ALP's to assure gifted identification criteria is aligned with CDE portability rule.
By the end of the 2026-2027 school year, the gifted coordinator will review 100% of identified gifted students' files to assure identification criteria is documented in the student's most recent ALP.
By the end of the 2026–2027 school year, 95% of students enrolling with prior gifted identification will have their identification verified and services initiated within 30 days of enrollment. By October 1, 2026 the gifted coordinator will work with all gifted coaches to create a process where gifted coaches will refer all newly enrolled gifted identified students' files to the gifted coordinator for review.

Explain how meeting this target will improve gifted student performance.

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

When identification records are stored in a centralized, accessible system, the district can reliably recognize students' advanced learning needs without gaps or loss of information. This eliminates situations where students must be re-identified or go unrecognized due to missing documentation.
When prior identifications are verified and services begin within 30 days of enrollment, students avoid delays in receiving differentiated instruction, advanced content, and gifted programming. Without this timely access, gifted learners may experience disengagement or stagnation in their academic progress.

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. Cathy Amsbaugh, gifted coordinator
2. Cathy Amsbaugh, gifted coordinator
3. School-based gifted coaches
4. School-based gifted coaches and Student Services Director, Louise Wacaser

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.

Requests for documentation of gfited identification criteria are received by the gifted coordinator.
Referrals to review new students who were previously identified as gifted are received by the gifted coordinator.
The gifted coordinator will keep a list of both types of requests and how they were resolved.

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 may be viewed as divergent, in that no departments might consider this work a priority, other than the gifted department. However, the people doing the work are the gifted coordinator and the gifted coaches, who have realized this need and are dedicated to improving our systems.

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

Cathy Amsbaugh

Action Required

No Content