

Advanced Learning Plan (ALP) Guidelines

Stakeholder Role Expectations

The *Advanced Learning Plan* (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted and talented students and is used as a guide for educational planning and decision making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social-emotional development. For secondary students the ALP may be blended with an ICAP (optional). The requirements of both the ALP and ICAP need to be combined on the singular portfolio system where data is collected and goals established and monitored.

Stakeholders [teacher(s), student and their parent(s)/guardian(s)] need to partner together for student success with explicit role expectations for sharing responsibility, workable logistics, genuine invitations to collaborate and mutually respectful relationships (Hoover-Dempsey, Whitaker & Ice, 2010). By collaborating together on an ALP there is a mutual target for coordinating student learning in and out of school.

Foundational Principals of an ALP

1. It is a tool that “drives” instruction and social-emotional guidance
2. It is a “living document” and revised as necessary
3. It is a communication tool between students, teachers, and parents
4. It is an individual gifted student planning document reflecting current levels of performance, curricular areas to be addressed, student goals, parent involvement, student involvement, timeline, monitoring and review process
5. It is used to measure student’s progress and the effectiveness of programming by including an indicator of success, self-efficacy, and next steps

ALP Components

It is important to make sure that all components of the ALP are included in the final ALP. This is particularly critical when combining both the ALP and ICAP. Components should include:

- A body of evidence (BOE) that identifies interests, strengths, and needs—the student profile created during the identification process which includes test data and strength area(s) identified. Information in the body of evidence is typically updated, like interest data, as the student matures
- Annual academic goal(s) for area(s) of strength with measurable targets, and timeline (SMART Goals). An ALP goal may also address an area of weakness that needs support so that the student may be successful.
- Annual affective goal
- Description of programming options and strategies matched to the strength area(s) and interests that will be implemented by the school to appropriately address the educational needs of the student. In the course of a student’s educational career (K-

ALP Legal References

- **Identification** 12.02.(1)(c)(vi) A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student’s ALP
- **Programming** 12.02(1)(d)(viii) ALP development and annual review conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents, and student (as appropriate)
- **Record Keeping** (Student education records): 12.05(3) The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student’s record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results.
- **Record Keeping** (Maintenance and Destruction of Student Education Records): 12.05 (5) Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts or the Charter school Institute for student records, preschool (if applicable) through grade 12.
- **Early Access** (optional to Administrative Units): 12.08 (2) (e) (iii) (D) (II) When a child is deemed appropriate for early access, an ALP shall be developed according to the AU’s procedures, but no later than the end of the first month after the start of school. The ALP shall include academic and transition goals.

- 12) identified students should have opportunity to participate in Tier II and Tier III instruction.
- Action timeline for the year to outline what is being done, by whom, and with what deadlines. This would include but not be limited to:
 - A Schedule for student and teacher monitoring throughout the year along with format/structure of those sessions
 - Date(s) for annual review
 - Dates for district accountability with due-dates for reporting, etc.
 - Ongoing progress monitoring and review process: benchmarks (dates & format) for student and lead teacher to discuss progress quarterly and next steps including annual review with parents
 - Transitions (articulation process) outlined to address curriculum sequence if acceleration has occurred.
 - Accommodations for administering specific required assessments: Individual tests (e.g., TCAP, CMAS) have different allowable accommodations. Please refer to the accommodation guides written by CDE or testing vendors for specific tests. For instance, TCAP permits accommodations written in the ALP to be used during TCAP testing. The PARRC tests permit students on an IEP or with a 504 Plan to use accommodations that are written in the individual plan. PARRC also permits all students to use certain practices that may have formerly been accommodations written in plans. An example of allowable accommodation is extended time.
 - Documentation of progress toward and/or attainment of goals(s) to be included at the end of the school year

ALP Communication Procedures

Collaboration is the key to successful partnership and the support of student ALPs. For the team of teachers, parents and student there needs to be genuine inclusion of all parties. It is the responsibility of the school/district to establish communication procedures and make sure that those procedures are shared with all stakeholders. Procedures should include, but not be limited to:

- The Identification process and gifted determination
- How parents will be notified about ALP development, monitoring and the annual review
- Communications in native language whenever possible with interpreter available at face-to-face meetings (as appropriate)
- Well-articulated schedule of events/meetings/report and signature deadlines for the year
- Instructions outlined on how paperwork will be shared and signatures secured
- Agreement between parties of best communication format (e.g., email, postal services, phone conferencing, google docs) along with necessary numbers and addresses

Suggested Best Practices:

- Alert family that ALP is being sent home via email if this is selected format for communication
- Phone call between school and parent re initial ALP development meeting with student, or just after meeting to confirm student information
- Have a group GT parent meeting where all parents fill out the strengths, challenges and interests on their child as well as learn about the ALP
- Get input from teachers about several student's academic needs at the same time (e.g., all the GT students in geometry might need support in certain skills)
- A folder with the ALP can be put in an envelope and passed around to teachers and returned to GT facilitator after all have read it
- Website that is kept current with district information around gifted education. Having option to switch information located on website to native language is also a great resource that districts have incorporated.

ALP Development

This is the time to review student's strengths and interests along with achievement data to lay out a plan for the year that will truly guide their learning and growth. Creating both strength area and affective goals needs to connect these needs with the learning experiences designed to enhance student achievement in those areas.

- Creation of the ALP is a collaborative process with all stakeholders actively giving input.
- It is suggested that ALPs be created within 30-45 days from time of identification. Early entrance procedure provides 30 days to complete ALP.
- Goals should be written in SMART goal (specific, measurable, attainable, realistic, timely and tangible) format when possible. The ALP should include all essential elements as outlined in state guidelines and include curricular area(s) to be addressed, parent involvement, student involvement, timeline and review practice.
- Build goals based on student's data. Goals need to be created in their identified area(s) of strength along with an affective goal that addresses social-emotional strengths/needs or career/college guidance. Methods by which student affective goal is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student survey, demonstration of self-advocacy, and student career and/or college plans) should be included.
- For secondary students, the ALP may be combined with ICAP.
- If this is not the initial ALP, previous goals may be revised or new goals created based on data from last year's review.
- For appropriately identified students new to a district, adjustments may need to be made to their ALP to match programming options available in the administrative unit. Programming options must be within the realm limits of what is available in the AU and described in their program plan.

Suggested Best Practices:

- Transition meetings scheduled from grade to grade/level to level communications between teachers
- Inclusion of a student self-monitoring component
- Collaborative efforts between parents and school to create best options (e.g., the school may be flexible with designing the student's schedule so that it permits attendance in lessons/sports training during the school day)
- Programming options that extend into community and/or university resources (It is important to remember, however, that the school district is not obliged under law to pay for outside lessons. Partnerships between parents, school and community may be reflected in arrangements such as the school offering to provide transportation; the parents providing financial support; and the community providing the expertise.)
- Look for common goals according to interim or TCAP/CMAS data and create academic goals that will meet the needs of several students (e.g., GT students in 5th grade math need to work on constructive responses) to help when teaching and monitoring academic goals
- Secondary level work with counselors to support college and career planning, scholarships, resumes, and applications of juniors and seniors
- Teachers give input with a quick survey of questions regarding student's previous goal or current needs
- Districts may choose to incorporate both the ALP and ICAP into one document following guidelines for both

ALP Monitoring, Review and Updating

Parents, teacher(s) and student should work collaboratively to monitor progress throughout the year as outlined in ALP timeline. At the end of the school year, a summative review should take place with all stakeholders including discussion around updates for the next school year based on progress and goal achievement.

- A review should include:
 - Review of most current data
 - Reflection on growth towards goals (strength and affective)
 - Celebration for goal growth or coordinated efforts to redesign for future work
 - Discussion of next steps and transition to next year
 - Completion of ALP paperwork/accountability
 - Signatures obtained with date when possible

Suggested Best Practices:

- At the elementary level combine review with parent/teacher conferences already scheduled at the school
- At the secondary level review may be better held using electronic conferences, google documents, or other electronic formats
- Have one additional support person (e.g., counselor for affective goals, parent for enrichment, subject teacher for academic goal) to help monitor the ALP goal along with the GT facilitator
- Schedule students to check in on regular dates and times with GT facilitator
- Send out emails to teachers checking in on students and their related goal
- Have students keep a log on affective goal and turn in on a regular basis
- Email/text secondary students reminders
- Look at data for groups to find common academic goals and needs for the new ALP



**Gifted students' learning and growth
ensured by needed provisions and advocacy**

Where Can I Learn More?

[Colorado Gifted Education Guidelines](#)

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Stakeholder Role Expectations

What Parents/Guardians Do

- Be knowledgeable about district GT programming and identification
- Give input on strengths and passion areas that are not yet recorded on student profile
- Review goals (with collaborative revisions between home and school as needed)
- Sign and return to teacher
- Support student achievement at home and encourage student while they work on their goals. This can happen in various forms from frequent inquiry conversations about school and their learning to assisting the student via providing external (outside of school) opportunities or resources. (Marzano, 2003)
- Review with school and the gifted student at least once a year for reflection and future planning
- Engage in two-way communication for ongoing information exchanges between home and school
- Partner actively

What Students Do

- Collaborate with teacher and parents on creation of goals advocating for opportunities matched with passions, interests, and needs
- Actively engage in activities towards achieving those goals
- Self-monitor progress throughout the year
- Accept ownership for achieving goals
- Ask for support when needed
- Participate in annual review conferences including self-reflection/evaluation of successes and challenges

What Educators do

- Set up and announce multi-communication system to share the ALP process, timelines, and procedures.
- Analyze student data.
- Review goals with parents for input and collaborative revisions in primary language. Consider providing guiding questions for parents before meeting along with a copy of the current ALP.
- The ALP is a collective process between student, parent and teacher, so a signature from all stakeholders on the final version shows documented evidence that the ALP is truly collaborative and supported by everyone. It is suggested that ALPs contain these signatures. File ALP according to district practices.
- Provide appropriate instructional programming matched to their identified area of strength. The classroom teacher is ultimately responsible for the implementation set and agreed upon in the Advanced Learning Plan, however, other educators (i.e., gifted education specialist, counselor) may also work in partnership to provide additional support. At the high school level, primary responsibility for implementation will be with the instructor for their area of strength (i.e., math strength would be math teacher).
- Classroom teacher is responsible to monitor progress throughout year.
- Keep communication lines open between all stakeholders on essential observations.
- Routinely and systematically review with parents and the gifted student at least once a year for reflection and future planning.
- Complete all district internal documents within deadlines and in accordance with record keeping practices established by the district including (destruction).
- Arrange meetings for transition of gifted students from one level of schooling to the next. This helps to ensure that programming from grade to grade, building to building, district to district, and state to state is continuous,