



Administrative Unit

Administrative Unit name: Adams 14, Commerce City - 01030	Region: Metro	
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Name of Superintendent: Dr. Abrego

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Practices currently in place:

- Parents are informed at the school level about identification procedures, the progress of their student, how to be involved with the learning of their student, ways to participate in the school community, and what programs the school is offering to support student needs.
- Classroom/Cluster teachers and administration provide this information either informally or during conferences in the fall and spring.
- Information is provided through the district website
- At the high school level, teachers, administrators, and counselors provide information about concurrent enrollment and how to support their student in college and career planning.
- Communication in our district is provided in English and Spanish on a regular basis, with other languages available upon request. Spanish interpreters are provided at meetings.
- Gifted and Talented Parent Handbook on the district website in both English and Spanish

Our targets for improvement in this area are:

Year 1:

- Update the district GT website with contact information for the GT support in specific schools.
- Provide links where information can be accessed easily including budget, continuum of programming options, referral process



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- Gifted and Talented Parent Handbook distributed to the parents of all newly identified students
 - Vertical articulation between schools of identified students
 - Information provided on additional programming options, such as private lessons and additional online education options students can complete at home
- Year 2:
- Provide information for monthly principal newsletters
 - Provide quarterly newsletter
 - Monthly parent meetings facilitated by the GT Coordinator
 - Yearly GT family night at each school
- Year 3:
- Increase GT family night to twice a year: an introduction/activity at the beginning of the year and an open house/project presentation at the end of the year
- Year 4:
- Support new and existing programs

Definition of “Gifted Student”

"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

Adams 14's definition is the same as CDE's definition.

This definition serves as the basis for the implementation of all other program plan elements.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Practices currently in place:

- Referrals can come from anyone who has a stake in student learning (Parents, Teachers, Administrators, etc.). Referrals can be made even if the student has not previously qualified through other testing. Referrals can be made in any area. The referrals are then screened by a committee. They determine if there is a need for further testing.
- In building a Body of Evidence, evidence of exceptional ability is collected in four areas: aptitude, achievement, performance, and behavior.
- Aptitude: All students are screened using the CogAT at the end of 2nd grade and at the beginning of 6th grade. If their scores fall in the 80th percentile or above, then they receive further



testing using the KBIT and/or TOMAGS. Students can also receive further testing if their STAR data is in the 90% or above.

- Achievement: Normed and/or nationally normed tests such as PARCC, CMAS, and STAR at advanced level or 95th percentile and above
- Performance: Portfolios, student products, contest/competition results, and/or performance tasks judged by experts in that field
- Behaviors and characteristics are measured by classroom teachers completing a GES-3. Parents give anecdotal evidence of gifted behaviors through a survey.
- WAPT and ACCESS scores are analyzed. If ELLs are making great gains from year to year they are referred for gifted testing.
- Identification determination is made from a body of evidence, not meeting the criteria on a single assessment does not prevent further consideration.
- The GT Coordinator and Director of Student Services are trained in gifted identification.
- At the end of the process a letter is sent to parents to let them know the decision of the review team. A copy of the letter is placed in their cum folder at the school level.
- Early Identification is a board policy and is advertised to the community. Teachers and administrators have this information and have checklists if they or the parents want to refer a student.
- Records requests are submitted to schools, who send the requests to the SPED and GT records specialist. ALPs created prior to 2016 are sent from Infinite Campus until the full migration into the Enrich software in the 16-17 school year. ALPs created from 2016 forward will be sent from Enrich
- Incoming students have their assessment procedures reviewed. If the body of evidence is incomplete, there is a consultation with former district, parents and student for reevaluation within 45 days of enrollment into the district, and communication with parent within 60 days.

Our targets for improvement in this area are:

Year 1:

- Referral data is stored in Enrich
- Improve identification committee to include the GT coordinator, Student Service Director, Special Education Coordinator, Assessment Specialist, Classroom teacher, and Speech Pathologist.
- Schedule monthly meetings to ensure 30 day determination timeline, or notify stakeholders if more time for further testing is needed
- Classroom teachers will notify parents of the creation process for ALPs and reference the Parent Handbook
- Classroom teacher will progress monitor the ALP throughout the year and communicate the results with parents.
- All new referrals and assessment information entered into Enrich software
- Identify tests and procedures to better support ELLs and economically diverse students
- Review the current identification process for continuous improvement that might include native language testing and aligning the identification process with the district turn-around strategies
- Review the current data to determine if adjustments need to be made to the identification process
- Communication meeting with parents to review identification results and development and review of ALP.

Year 2:

- Institute a creativity screening
- Institute a musical aptitude screening
- Institute an arts screening



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- Institute a leadership screening
 - Institute a psychomotor screening
 - Create a talent identification team
 - Review the current data to determine if adjustments need to be made to the identification process

Year 3 and 4:

- Support new and existing programs
- Review the current data to determine if adjustments need to be made to the identification process

Advanced Learning Plan Content, Procedures and Responsibilities

Practices currently in place:

- ALPs created prior to 2016 are stored in Infinite Campus until the full migration into the Enrich software in the 16-17 school year. ALPs created from 2016 forward will be stored in Enrich. These can be accessed by stakeholders in student learning.

ALPs formerly written in Infinite Campus include:

- An ALP developed each year for every gifted student according to the student's strength area(s), interests, and instructional and affective needs
 - Newly identified gifted students had their assessment information entered into IC. CogAT information is included under the assessment tab for all students along with Naglieri, STAR, and Interim Assessment Data where applicable. Additional assessment information is written on a student matrix and scanned as an additional document in the PLP documents tab starting in 2015.
 - Includes date identified and area(s) of giftedness
 - The student personal and additional information is automatically populated into the ALP.
 - Every student and their parent completes a survey to have input into their ALP. The parent and family partnership is entered into the ALP.
 - Programming and accountability are entered through options for the delivery model, advanced curriculum-based options, and affective programming.
 - Each student has at least one standards based academic goal based on their strength area and one standards based affective goal based on their challenges entered every year. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency. It includes the objective and steps to complete that goal.
 - ALPs contain a record of a summary of the learning for the year, and record whether the goal was or was not attained.
 - ALP meetings are documented along with participants
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- The student writes their ALP goals with varying degrees of support from their teacher or counselor based on their grade level. Every student is required to complete a survey so that their input is reflected in their ALP goal.
 - Goals are supported by teachers through classroom instruction, and write ALP measurable goals at the elementary level.
 - At the high school level, the ALP is considered in planning for post-secondary readiness using their affective goals.
- All new ALPs will be written in Enrich. Additions to the above ALPs that were in IC will include:
- Newly identified gifted students and all of their assessment information are entered into Enrich, then their ALP is developed



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- The ALP writer enters student profile information on whether the student is twice-exceptional, Early Access, or Grade Accelerated. The schedule is entered, which is the school calendar year.
 - Progress reports for Academic and Affective goals using the Structure, Content, and Differentiation Options using the CDE Worksheet in Enrich as well as assessment data (STAR, PARCC, etc.) Goals are progress monitored in the winter and spring and that information is conveyed to parents during conferences or report cards.
 - Responsible personnel are listed for each goal
 - Career and Post-Secondary Planning are recorded.
 - Record of parent contact
 - Additional comments
 - There is also a box for teachers to describe supplemental curriculum, activities, specific strategies, and extended or expanded opportunities that support goals. Instructional strategies are aligned with tiered classroom instruction and supplemental or intensive programming.

Our targets for improvement in this area are:

Year 1:

- Complete and record all new requirements in Enrich
- Transfer information from Infinite Campus into Enrich
- Blend ALP into ICAP through Enrich.
- Identify new ways for parent and student involvement in ALPs
- Develop a transition process when students move to next schooling level. Prioritize communication to all stakeholder groups.
- GT cluster teachers write ALPs at the middle school level
- GT liaisons write ALPS with students at the high school level
- Complete and distribute guide for writing ALPs with exemplars
- Identify SPED Coordinator to support twice-exceptional students and require that IEP and ALP team attend all meetings related to students

Year 2:

- Develop a notification process for parents about ALP development
- Provide support from at least two teachers in writing ALPs

Year 3-4:

Maintain supportive practices

Practices currently in place:

- Each school has their own procedures for implementing ALPs
- The GT Coordinator provides information on how to write and enter ALPs to ALP writers
- The GT Coordinator provides advanced learning materials and professional development based on these materials to better support students.

Our targets for improvement in this area are:

Year 1:

- Create a procedures manual for ALP writing for elementary and secondary.
- Educate GT Liaisons, who then educate the cluster teachers in their building.
- Develop a continuum of services in all areas of giftedness K-12 and make content options clear.

Year 2-4:

- Maintain supportive practices



Programming

Practices currently in place:

All students are provided with learning opportunities to meet their needs, identification, data, and goals.

- At the elementary level, Cluster grouping is a board mandate and has been implemented in grades 3-5. William and Mary curriculum, Jacob's Ladder, and Junior Great Books are provided to teachers at levels 2-5 to support students with reading identifications. Students can also complete book or author studies. For math, Engine-uity resources are available, but not consistently used. Teachers are also encouraged to compact curriculum or accelerate students. They can also have a "Genius Hour" or other time to complete independent projects.
- At the middle school level, students have access to honors and advanced learning classes. They are also given concurrent learning opportunities. They are also grouped into "Enrich" classes by grade level. Those teachers use that time to provide extensions and additional learning opportunities.
- At the high school level, students have access to honors and advanced learning classes at the pre-collegiate or college level. AP options are available. They are also given concurrent learning opportunities. There are also online courses available to them.
- At all levels, instruction is adjusted based on student performance data
- Funds are made available for all teachers to purchase materials that support individual needs and goals.
- The GT summer program offers additional learning opportunities to high potential, advanced, and gifted students
- All teachers are expected to differentiate instruction to meet student needs.
- Affective needs are being addressed individually in the classroom.
- Having students work on independent projects gives them the opportunity to give input on their ALP.
- The GT Coordinator, Liaisons, and Teachers research professional development opportunities to continue to learn and provide best practices for their students.

Our targets for improvement in this area are:

Year 1:

- Continue to support cluster grouping with consistent professional development
- Develop a continuum of services in all areas of giftedness K-12 and make content options clear. Prioritize communication to all stakeholder groups.
- Collaborate with students, parents, and teachers K-12 when developing and revising ALPs to make them meaningful and living documents.
- Assist students in writing ALPs and completing independent projects
- Create resource on programming based on student strengths and aligned to need
- District wide Depth and Complexity training for all teachers

Year 2:

- Find additional high quality curriculum to support students
- Provide culturally responsive demonstration classrooms that include differentiation, flexible grouping, tiered lessons, and problem-based learning
- Gather data and create systems for guidance and support for social-emotional needs of gifted students in a culturally responsive classroom.
- Create measures for teacher accountability in GT



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- MTSS process includes student referrals for gifted and problem solving process for underachieving students

Year 3-4:

- Maintain supportive practices

Evaluation and Accountability Procedures

Practices currently in place:

- Adams 14 uses the Colorado Growth Model to monitor improvements in the gifted program.
- The assessment department houses and analyzes data to improve focus on academic growth for all groups of students including subgroups such as Race, ELL's, Twice-Exceptional Students, Gender, and Socio-Economic Status to ensure we are indentifying accurately
- Gifted student achievement and growth data are disaggregated for reporting to principals and other stakeholders
- Unified improvement plan addendum outlines how gifted student performance is monitored and measured and how methods align with state accreditation process (UIP included in the attachments)
- The percentage of GT students who identified their primary language as other than English is 54%, which aligns with the district percentage of 54%.
- Academic and Affective growth goals are written into ALPs
- Teachers use STAR progress monitoring and growth reports to track progress and drive instruction for all students
- The district focus is on data driven instruction and rigor in the classroom, which is best practice for all students

Our targets for improvement in this area are:

Year 1:

- Create a description of methods for self-evaluation of the gifted program including periodic feedback and review from stakeholders using the CDE created stakeholder surveys
- Monitor ALPs regularly for quality
- Improve accessibility and increase collaboration in the development and monitoring of ALPs for parents, teachers, and students.

Year 2:

- Create a description of methods for informing stakeholders of program evaluation and student accountability

Year 3:

- Find way to measure and monitor affective growth to ensure continual development beyond writing goals
- Investigate gifted dropout and transfer rate

Year 4:

- As of 10/25/16, 4.5% of the student population in Adams 14 is identified as gifted. By year 4 this will be raised to 6%.

Personnel

Practices currently in place:

- Cluster teachers are assigned at elementary and middle schools



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- GT Coordinator is responsible for the management of program plan, gifted education professional development, monitoring and administering the gifted program, and employing sufficient personnel for supporting gifted programming
 - Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers
 - Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers
 - Regular professional learning opportunities are offered to Liaisons and Cluster teachers with financial support available
 - Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students
 - Director of Student Services overseeing GT is highly qualified with a GT specialist endorsement
 - Identified Special Education Coordinator to focus on twice-exceptional identification and programming

Our targets for improvement in this area are:

Year 1:

- Align professional development with district professional development including: culturally responsive classroom training, demonstration classrooms, and UIP goals
- Maintain a GT Liaison position with stipend and Cluster Teachers at each building

Year 2:

- Include gifted education information in teacher induction program
- Collaboration with universities and college support with development of qualified personnel

Year 3-4:

- Find strategies to increase the number of endorsed personnel

Budget

Practices currently in place:

- An annual budget plan is submitted to the state which reflects State funding and Adams 14 contributing funds
- State funds are used to support: Salaries for licensed or endorsed staff that primarily serve gifted students; Professional development for gifted education; Program options to support ALPs; Materials to support gifted programming; Administrative costs limiting expenditures for equipment, administrative (accounting) costs, and technology not to exceed collectively 20% of annual budget.
- The district provides extensive financial support towards gifted education in the form of salary, professional development, and materials.
- Professional development and instructional materials expenditures are determined collaboratively with buildings.
- The GT Coordinator seeks funds to support enrichment activities for gifted learners in the summer
- Materials selected by the district are high quality and evidence-based curriculum to supplement or replace existing core content
- Used as a tool to support the continuous improvement process to improve GT Identification and programming

Our targets for improvement in this area are:

Year 1-4:



Collaborate with stakeholders to identify and document how the district's general funds might extend programming options in all area of giftedness at all school levels.

Reports

- Adams 14 has a current annual plan through the UIP Gifted Addendum on file at Department of Education, and uploaded in the attachments. Reports and plans are submitted as scheduled and requested. The program plan and timeline reflects recommendations and requirements outlined during the March 2011 C-GER.
- Adams 14 complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting
- Adams 14 has a budget proposal on file at Department of Education
- Accurate records for the Data Pipeline annual reporting of gifted education include: Number of identified student by: Grade level; Gender and ethnicity; Free and reduced lunch; Areas of giftedness; Twice exceptionality; Preschool served through early access if applicable, Percent of students in AU identified, and Qualified personnel

Record Keeping

- Financial records are kept in accordance with principles of governmental accounting and with district policies
- Inventory of instructional materials for students and teachers is maintained by the GT Coordinator. Technology equipment is signed out and maintained by Technology Services
- The signature page and identification letter are part of the student's cumulative record
- Individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students. They are stored securely in schools or electronically in Infinite Campus.
- Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in school board policy. They are stored in Infinite Campus or Enrich and thus are a part of the cumulative record.

Procedures for Disagreements

Disagreements are resolved regarding gifted student identification and programming according to the set guidelines in the ECEA and IDEA Procedural Safeguards outlined by CDE under Due Process Complaint Procedures. It is also outlined in Board Policy.

Our targets for improvement in this area are:

- Sharing dispute resolution procedures with stakeholders

Monitoring



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- Adams 14 is compliant with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students
 - GT Coordinator monitors annual and comprehensive plans
 - GT Coordinator and administration monitor annual enrollment and performance reports by using achievement data to monitor trends and as evidence to support instructional needs and practices. The data is sent to principals to distribute to stakeholders.
 - Adams 14 is prepared to participate in the Colorado Gifted Education Review (C-GER)
 - GT Coordinator participates in follow-up activities to correct areas of non-compliance