



## Administrative Unit

<b>Administrative Unit name:</b> Jefferson R-1, Lakewood - 30011	<b>Region:</b> Metro	
<b>Name of Gifted Education Director/Coordinator:</b> Roger Dowd	<b>Email:</b> rdowd@jeffco.k12.co.us	
<b>Director’s mailing address:</b> 1829 Denver West Dr. #27	<b>Phone number:</b> 303-982-6650	<b>Fax:</b> 303-982-6651

**Name of Superintendent:** Dan Macminimee

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

How parents are informed about access to identification procedures and programming options available to match student strengths and challenges:

- Public Web Site: Jefferson County’s GT website includes informational links on topics of interest including but not limited to; GT Center programming; identification, application information and program description; Extension and Enrichment opportunities; Early Access information and GT Resource Teacher contact information.
- Frequently updated Jeffco GT Facebook page
- Brochures in multiple languages
- JAGC website/partnerships and monthly meetings
- Direct e-mail communication
- Parent-student information nights
- Individual phone communication and consultation
- Individual face to face consultation
- CogAT Letters to all 2nd grade families with further resources
- GT Center placement letters to all applicants with further resources
- Communication directly from schools around opportunities for participation in the school community, upcoming events, etc.
- Calendar of GT events on the Jeffco GT website

Ways to educate parents and families about giftedness or parenting gifted students:



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- Monthly parent seminars on topics such as Characteristics of Gifted Children, Twice-Exceptional, Visual Spatial Learners, Executive Function, Identification and Programming, Early Access, CogAT, Social Emotional, Counseling Needs, etc.
  - GT Blog
  - GT Social Media
  - Newspaper announcements for special events
  - Individual conferences
  - Parent information nights held in September
  - GT Resource Teacher and GT Counselor support on an as-needed individual basis.

Information about involvement and progress reporting:

- During Fall and Spring Parent-Teacher conferences each year, ALP Conferences are held to allow parents, teachers and students an opportunity to provide input about student ALP goals ALP lifecycle will include mid-year Progress monitoring
  - During the spring, a review of ALPs by GT Resource Teachers is conducted to monitor progress goals based on teacher and/or parent feedback at the elementary level. The secondary ALP goals are set and progress monitored using Naviance, to which parents have access.
  - Regular communication with JAGC regarding parent involvement opportunities and advocacy efforts. JAGC is present at most events.
  - Use social media and email to distribute information about parent seminars and ways to become involved.
  - Use parent seminars as a way of advertising ways to be involved

Information around secondary programming including concurrent enrollment; graduation requirements; and college and career planning:

- Breakout session at parent seminars focused on secondary programming
- Facebook and website postings
- Direct communication
- Work directly with secondary building liaisons and counselors

Communication available in primary languages in the AU

- Regular collaboration with translation services for the primary languages including Spanish, Russian, Vietnamese.

**Next Steps:**

- 2016-17:
  - Form a communications committee to systematize all GT communications.
  - Use a consistent feedback form to enter into a feedback loop with parent community.
  - Develop a GT All-Events calendar
  - Counselors will integrate into current communication systems including parent seminars, online communications, etc.
- 2017-18:
  - Use school Messenger to send communication around upcoming events and application windows
  - Work with schools to link from their website to our media
  - Parent seminars for secondary programming
- 2018-19:
  - GT Parent Handbook will be updated each year to reflect current information and will be available on Jeffco and JAGC websites
  - Deepen use of social media to use multiple platforms
  - ALP Lifecycle will include 6 progress monitoring comments
- 2019-20:



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- Increase JAGC membership by 50%
  - ALP Lifecycle will include monthly progress monitoring comments

## Definition of “Gifted Student”

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*The following definition is posted on our website ([http://www.jeffcopublicschools.org/programs/gifted\\_talented/](http://www.jeffcopublicschools.org/programs/gifted_talented/) ) and serves as the basis for identification and programming in Jeffco schools:*

"Gifted and talented children" are those learners between the ages of four and 21 whose abilities, talents, and/or 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 students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and cultural populations. Gifted students are capable of high performance, extraordinary 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, or musical abilities
- Psychomotor abilities

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

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Jeffco schools believes in equitable access for all students for gifted identification. In order to ensure this, the following practices are in place:

- We accept and encourage referrals from all sources (including parents, educators and students) for all grade levels of students
- All schools have access to a GT Resource Teacher (RT) who can explain the identification process to interested families
- We universally screen all students in 2nd grade at all schools throughout the district using the Cognitive Abilities Test (CogAT)
- We follow all Colorado Department of Education (CDE) guidelines to ensure portability of identification decisions, and our definition of gifted students serves as the basis for our GT identification and programming.
- Jeffco partners with all school districts in the state of Colorado to support transfer and portability of students collected body of evidence and Advanced Learning Plans (ALP). Jeffco GT Resource teachers partner with Jeffco school enrollment secretaries to communicate, address, and review new students' documents as received. Review of a new transfer student's ALP is completed within 45 days of enrollment into the district, and communicated to parents within 60 days of enrollment.
- We review a full Body of Evidence, including both qualitative and quantitative data, for all identification decisions, using the 95th percentile or above (either age or grade norms) and/or an



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exceptional/distinguished rating as criteria for determining exceptionality consistent with CDE guidelines. A single piece of evidence neither qualifies nor disqualifies a student for GT identification. The review of the Body of Evidence is done by a team of at least 2 qualified GT personnel, all of whom have been trained in GT identification.

- Those students who do not have a fully qualifying Body of Evidence or whose cognitive and/or achievement data does not quite meet the 95th percentile are assigned to either a Talent Pool or Watch List status. Building level and district level review teams continue to reassess data once student is placed on the Watch List or Talent Pool.

- Parents will be notified of the status of the identification determination within 30 school days. This [notification](#) will either indicate the team's decision, or whether evidence is still being gathered. An Advanced Learning Plan (ALP) will be created within 30 school days for those students identified as GT.

- In addition to the CogAT, we utilize, as appropriate, the Naglieri Non-verbal Abilities Test (NNAT), as well as Kaufman Brief Intelligence Test (KBIT), the Torrance Test of Creative Thinking, the Differential Abilities Scales (DAS), and other cognitive and achievement instruments.

- We provide multiple cognitive and achievement testing opportunities throughout the year, both in large group and individual settings

The administrative unit is following the Colorado Department of Education Gifted & Talented protocols. There are four protocols for identification.

- Two protocols for Specific Academic Aptitude

- These two protocols are in place for the 2016-2017 school year

- A qualified team will review cognitive, achievement, behavioral and performance data following CDE guidelines as noted above.

- One Protocol for Creative or Productive Thinking, Leadership, & Talent Aptitudes

- 2017-2018 implementation of this pathway, which will also review a full body of evidence and follow CDE guidelines

- One Protocol for General Intellectual Ability

- This protocol will be utilized for the 2016-2017 school year

- All identifications which previously indicated a 'non-verbal' strength area will be labelled as 'General Intellectual Ability', with all identifications conforming to CDE gifted categories Strength areas are referenced in the Advanced Learning Plan Content. Notification is shared with parents/guardians and school stakeholders when a student has met the identification criteria listed above and are identified as a gifted and talented learner.

In accordance of HB 14-1102, the administrative unit is using the full CogAT 7 test as the universal screener.

- All second graders students (6500), including options and charter schools engage in the October Universal Screener.

- All educators are provided pre & post training to administer and interpret the data to guide instruction.

Other avenues for identification:

- Twice a year free CogAT 7 testing for any Kindergarten through 8th (Fall & Spring)

- Additional individual cognitive and achievement tests may be administered by the GT Resource Teacher as needed

- The administrative unit is utilizing the CDE GT identification/referral model allowing for a variety of sources and screening procedures

### Next Steps

2016-2017

- Targeted Implementation of protocol:



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- Specific Academic Aptitude
  - General Intellectual Ability
  - Every year will build upon the previous year of implementation
  - Ongoing and internal professional development with the four protocols for gifted identification to ensure compliance.
  - Strengthening the team review process
  - Establishing better protocols of the identification of students transferring in and out of Jeffco
  - Pilot six elementary schools utilizing the online CogAT 7
  - Continue paper & pencil CogAT 7 with 93 elementary schools
  - Continue paper & pencil twice a year free CogAT 7 for any Kindergarten through 8th (Fall & Spring)
- 2017-2018
- Targeted Implement year
  - Utilizing the Creativity protocol
  - Additional training of the tools for this identification process.
  - Implementation of a Talent Pool protocols at selected pilot schools
  - Online CogAT 7 transition to 55 elementary schools for universal screener
  - Continue paper & pencil CogAT 7 with 40 elementary schools
  - Continue paper & pencil once a year free CogAT 7 for any Kindergarten through 8th (Winter)
- 2018-2019
- Targeted Implementation year
  - Utilizing the Leadership protocol
  - Additional training of the tools for this identification process.
  - Online CogAT 7 transition to all 96 elementary schools for 2nd grade universal screener
  - Continue paper & pencil once a year free CogAT 7 for any Kindergarten through 8th (Winter)
- 2019-2020
- Targeted Implementation year
  - All Talent areas via the CDE protocol ('Pathway 3')
  - Additional training of the tools for this identification process
  - Continue online CogAT 7 2nd grade universal screener administration with All 96+ elementary schools
  - Explore online CogAT testing for other identification scenarios at other grade levels

## Advanced Learning Plan Content, Procedures and Responsibilities

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- All identified gifted students have an ALP created in Jeffco SOARS under the Multi-Tiered System of Supports (MTSS) according to the student's strength area(s), interests, and instructional and affective needs. This electronic tool houses the following items:
  - Date of ALP creation,
  - Data used for identification process/pathway,
  - Students designated strength area(s),
  - ALP SMART goal setting,
  - ALP communication with parent/guardian,
  - ALP progress monitoring,
  - ALP adjusted instruction notes,
  - ALP end of year closeout of goal cycle (Did not Make Progress, Made Progress, Goal Achieved, & Goal Not Achieved)



- Reports can be generated to document all components listed above for end of year review.

The Advanced Learning Plan is a collaborative, living electronic document which should include input from relevant stakeholders, including parents, educators and the student. In Jeffco, educators service and monitor the child's ALP through the ALP life cycle. Starting with a goal being set, the ALP will be progress monitored throughout the school year and eventually closed at the end of each school year. To access the ALP life cycle use the following link: <http://tinyurl.com/ALPLifeCycle>.

- During the first few weeks of the school year, teachers are getting to know their students' passions, interests and areas of strengths.
- Around parent /teacher conferences in October, one quality ALP SMART goal should be established in academic strength area(s) and one affective area (currently in development).
- Throughout, November to February, students should be working on their goal, and teachers should be progress monitoring students' goals.
- In February and throughout April, around the time of Spring Parent /Teacher conferences, teachers and students will report out on the progress made toward achieving goals.
- At the end of the school year, the goal will be evaluated for completion.
- Progress will continue around affective goal setting, collaborating with stakeholders and utilizing electronic systems at both the elementary and secondary levels.

**Targets:** see the 'Next Steps' timeline in the next section, which incorporates our plan for both content and implementation changes.

- The ALP is considered in planning for post-secondary readiness
  - 7th-12th (6-12th mountain) grade students access the ALP in Naviance tied to the ICAP initiative. Students set a strength based ALP SMART goal and an affective ALP goal.
  - If the ALP is blended into ICAP, gifted achievement and affective goals are included
    - In 7th-12th grade (6-12th mountain), student ALPs are housed in Naviance. Students can access their ALPs online with guidance from counselors, building liaisons, and resource teachers to develop and write personal goals around academic achievement and affective support. Students identify an adult within the school building to support their progress towards goal completion as needed.
  - The ALP is part of the transition process when students move to next schooling level, from elementary to middle school, through class assigning and review by counselors.
  - The ALP includes a student profile
    - ALPs are housed in the SOARS/Naviance systems. The ALP includes description of strength(s), goal setting and history, and links to student assessment profiles.
    - Annual, standards-aligned achievement goals are developed for student's strength area(s)
    - Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency at the secondary level, and are initiated by the students (via surveys in Naviance).
  - Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals
    - ALP goals are written by the student's classroom teacher in grades KG-6th grade, with input from the student. Goals are written in SMART format and detail specific descriptions, measurable outcomes, achievable activities, relevancy to the student, and the time frame for completing the goal. Supplemental curriculum, activities, strategies, enrichment, passion projects, extensions, and expanded opportunities are documented within the SMART goal.



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- Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress
    - ALPs in Jeffco follow an ALP life-cycle. Goals are set in the beginning of the year. In most schools, the goal is progress monitored 2 times throughout the school year, once from October through December and once from January through March. From April through May, goals are closed out and marked achieved or not achieved. ALPs and goals are reviewed with parents twice a year during parent/teacher conferences.
  - ALP development includes teachers(s), student, parent and support staff as appropriate
    - Teacher's Role:
      - During the first few weeks of the school year, teachers are getting to know their students' passions, interests and areas of strengths.
      - Recommend, uplift, suggest students for identification
      - Conference with parents/student at the beginning of the year
      - Write SMART goals with student input
      - Progress monitor goal at least twice throughout the school year
      - Conference with parents/student at parent/teacher conferences
      - Communicate status of goal with parents when requested
      - Provide end of the year communication regarding completion of student goal.
    - Parent Role:
      - Suggest or recommend students for identification
      - Request ALP information
      - Request teacher communication
      - If teacher communication is not working, seek further support from principal, GT building liaison, resource teachers, the GT department
    - Building Liaison Role:
      - Aid in parent/teacher communication
      - Support teachers around ALP and goal setting process
      - Distribute materials to staff and parents regarding ALP/Gifted Information
    - Resource Teacher Role:
      - Investigate identification recommendations
      - Accurately and consistently identify ALP students
      - Create ALPs in the Jeffco online SOARS/Naviance System
      - Communicate ALP creation to school and parents
      - Support classroom teachers when needed
      - Support/communicate with parents when needed
      - Monitor goal setting and progress monitoring throughout the school year
      - Monitor goal closing and goal achievement
  - Parents, teachers and the student are notified about ALP development
    - Teachers are notified via email once the ALP is created in the electronic Jeffco SOARS system. Students designated strength are(s) are indicated on the notification.
    - Parents are notified via email once the ALP is created in the electronic Jeffco SOARS system. Students designated strength are(s) are indicated on the notification.
  - In Jeffco, educators service and monitor your child's ALP through the ALP life cycle. Starting with a goal being set, the ALP will be progress monitored throughout the school year and eventually closed at the end of each school year. To access the ALP life cycle use the following link:<http://tinyurl.com/ALPLifeCycle>.
  - During the first few weeks of the school year, teachers are getting to know their students' passions, interests and areas of strengths.



- Around parent /teacher conferences in October, one quality integrated ALP SMART goal should be established in one strength area.
- Throughout, November to February, students should be working on their goal, and teachers should be progress monitoring students' goals.
- In February and throughout April, around the time of Spring Parent /Teacher conferences, teachers and students will report out on the progress made toward achieving goals.
- At the end of the school year, the goal will be evaluated for completion.
- At the elementary level, classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals
  - GT Resource teachers provide yearly professional development to all Jeffco schools to support the ALP life cycle.
  - Professional development components comprise of:
    - Students designated strength area(s),
    - ALP SMART goal setting,
    - ALP communication with parent/guardian,
    - ALP progress monitoring,
    - ALP adjusted instruction notes,
    - ALP end of year closeout of goal cycle (Did not Make Progress, Made Progress, Goal Achieved, & Goal Not Achieved)
    - Reports can be generated to document all components listed above for end of year review.
- Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP
  - In Jeffco, educators service and monitor your child's ALP through the ALP life cycle. Starting with a goal being set, the ALP will be progress monitored throughout the school year and eventually closed at the end of each school year.
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming
- Students are active participants in the ALP process
  - Kinder-6th grade gifted students engage in select of ALP SMART goal
  - 7th-12th grade gifted students individually select strength based ALP SMART goal and an affective ALP goal. Students move through the ALP lifecycle- goal setting, progress monitoring, and final reflection/evaluate goal completion.
- ALPs are managed within the school cumulative record system and are transferred between grades and school levels
  - ALPs are stored in our online systems SOARS/Naviance and follow students throughout their time in Jeffco.
  - BOE and identification materials are housed physically in a green body of evidence folder within the student's cumulative file for portability.
- Evidence of parent engagement in the ALP
  - Parents are invited at the elementary level through parent conferences to collaborate with teacher and student to set ALP goals
  - ALPs are shared with parents in the fall at parent-teacher conferences
  - Parents are invited to provide documentation as evidence for student working toward progress on his/her goal in settings outside of school
  - ALP documentation is sent to parents with report cards for parent review

**Next Steps/Targets:**

- 2016-17:
  - Elementary



- GT Counselors are beginning to support implementation of affective goals at some of the GT Center elementary schools
- Support for all schools around academic goal setting
- Include all stakeholders in goal setting process (teachers, parents and students)
- Improved ALP notification process in SOARS for parents and schools
- In most schools, progress monitoring occurs twice per year to coincide with report cards
  - Secondary
    - Analyze the effectiveness of the goal-setting process
    - Improved ALP notification process in SOARS for parents and schools
    - Having conversations with secondary schools around making goal setting meaningful
      - Teachers supports for students
      - Student accountability for goal setting and completion
- 2017-18:
  - Elementary
    - Adding affective goal setting as a requirement for GT Center elementary schools
    - SMART goals required for all elementary Advanced Learning Plans
    - Begin training around writing standards-aligned SMART goals
    - Have BOE/DATA accessible in SOARS for teachers to understand their ALP students and program appropriately
    - Include all stakeholders in goal setting process (teachers, parents and students)
    - Investigate the implications for adding instructional strategies to tie to goals to the plan
    - Progress monitoring will occur twice per year to coincide with report cards within all elementary schools
      - Secondary
        - Begin process for systematic notification of student goals for all stakeholders
          - Roll out secondary systems for making goal setting meaningful
            - Teachers supports for students
            - Student accountability for goal setting and completion
          - Begin training around writing standards-aligned SMART goals
  - 2018-19:
    - All: Implementation of standards-aligned SMART goals
    - Elementary
      - Begin adding affective goal setting as a requirement for all elementary schools
    - Secondary
      - Roll out process for systematic notification of student goals for all stakeholders
        - Monitor effectiveness for process around making goal setting meaningful
          - Teachers supports for students
          - Student accountability for goal setting and completion



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- 2019-20:
  - Elementary
    - Adding affective goal setting as a requirement for all elementary schools
  - Secondary
    - Modify the effectiveness of our process for making goal setting meaningful as needed
  - Teachers supports for students
  - Student accountability for goal setting and completion

## Programming

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- Components, options and strategies address the educational needs of gifted students & Identifies the type of delivery by which students are served at the different school levels
  - Jefferson County provides a comprehensive range of programming services for its students who are gifted. Services depend on the intensity of gifted interventions and the time necessary for gifted students to interact with like-ability peers in order to best meet their needs and interests. Jefferson County uses the following placement options to deliver instruction and content extensions to gifted students within classroom and school environments:
    - Flexible grouping within the general education classroom;
    - Cross-grade grouping for specific instruction when a gifted student requires ongoing acceleration in one or more academic areas;
    - General education classroom with cluster grouping of gifted students with support from a Gifted Resource Teacher;
    - General education classroom with resource room to provide programming that extends, challenges, and/or accelerates curriculum in the form of Independent Study, Dual Enrollment, Concurrent Enrollment, Career education (Warren Tech).
    - Honors, Advanced Placement, and International Baccalaureate classes;
    - GT Center classrooms, both multi-age and straight grade level, where gifted students with like-ability coexist within a regular school setting;
    - School within a school model where gifted students are placed in self-contained classes at every grade level in an otherwise heterogeneous school.
    - GT Center High School option at Wheat Ridge High School
    - Online Programming options through Jeffco Virtual Academy

### Acceleration

- For students needing grade or content acceleration, Jeffco utilizes the Iowa Acceleration Scales and the RtI process to make decisions.
- This process can be initiated by school personnel or parent.
- Collaborative conversations and data guide the decision making process.

### Programming:

- - Matches the student's strength area(s) and interests
- Teachers, students, and parents collaboratively work together to set one quality, integrated goal, in a student's identified strength area.
- - Aligns to student's data and ALP goals
- A student's body of evidence (BOE) is used to help inform goal writing, setting, and classroom instruction.
- Goal setting and instruction is supported by GT Resource Teachers



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- Teachers follow the ALP life-cycle
  - Goal setting and instruction is strength based and written in collaboration with the student
  - Support in differentiated instruction and methods
    - Jefferson County encourages the differentiation of instruction through modification of content, process, product, and learning environment. The GT Department works with schools to help determine what constitutes appropriate advanced curriculum and provides site support for teachers, grade level teams, and whole staff. The Gifted Resource Teachers co-teach and co-plan lessons for gifted learners, providing advanced level support materials for curriculum differentiation, curriculum compacting, and the characteristics and needs of gifted learners.
    - Teachers are supported in the delivery of differentiated curriculum that provides appropriate levels of challenge, depth, complexity, and novelty.
    - Standards-based differentiated curriculum and instruction are based on data and ongoing assessment.
    - Flexible instructional pacing allowing for acceleration methods, in-depth work, and options for curriculum compacting through progress monitoring are encouraged in all schools and content areas and are based on a student's strength and needs.
    - Compacting curriculum, tiered lesson design, content extensions, cluster grouping, and higher order thinking skills are targeted areas for site support for gifted learners.
    - Supplemental resources have been identified: M2 & M3 Math, Thinking Maps, Junior Great Books, William and Mary literature, Jacob's Ladder, Scholastic ID, science, and math units are examples of these supplemental materials to extend the curriculum.
    - A district wide, year-long professional learning plan is outlined each year according to data and needs. Gifted center school teachers as well as traditional classroom teachers have multiple opportunities to learn about new research and content in the field of gifted education. Ongoing support for learning and implementation are provided at every building by the GT Resource Team.
    - A comprehensive menu of online courses have been developed and are offered on a year-long rotating schedule. Courses support teachers in earning the GT Endorsement through the state or earning a "briefcase" certificate through Jeffco as being a Gifted and Talented Teacher of Excellence.
  - Provides affective and guidance support
    - Affective support for gifted and talented learners allows students to reach their full academic potential. Gifted and talented students have unique social and behavioral characteristics that can result in becoming at-risk in the social, emotional, and academic domains. This support system provides strategies specific to gifted learners to develop coping skills to overcome a myriad of barriers in education. Gifted and talented students benefit from having social and emotional support from counselors who are highly qualified in gifted and talented education as well as mental health support. The one-on-one counseling and small group interventions help tier 2 and tier 3 students from succumbing to their at-risk status, while all gifted and talented students benefit from the whole class social and emotional lessons. When gifted and talented students demonstrate underachievement or motivational challenges, the GT support team will collaboratively problem solve with the MTSS school team, family, student, and other stakeholders.
    - Provides diverse content options in areas of strength
      - Secondary programming is unique and varies by location. Pre-AP, Honors, AP, concurrent enrollment, varied electives, and other options are available in both brick and mortar settings as well as thru Jeffco Virtual Academy.
      - Elementary level programming varies across sites and may include projects of passion, choice, enrichment, technology options, clubs, Destination Imagination, and other competitions.



- International Baccalaureate programming options exist K-12. STEM, STEAM and STREAM programs are being developed across the district K-12.
- Programming is articulated across grade levels
- ALPs exist for learners K-12 and follow the student throughout their academic career. Gifted programming is in place in all schools in Jeffco.
- A transition process is in place to ensure collaboration among GT resource teachers when students change schools.
- The ALP and identification information is centrally housed in SOARS and Campus systems to ensure access to relevant student data when students transition. Starting in 2017-18, Watch List and Talent Pool status will be flagged to ensure continuous monitoring of these students.
- Provides pre-collegiate and/or pre-advanced placement support
- Supports the collaborative development of the ALP
- Teachers work with students to progress monitor ALP and make adjustments to curriculum and programming according to student response.
- Provides post-secondary options to students
- Any Jeffco high school student on an ALP has individualized options that can include concurrent enrollment in post secondary schools in the area, including but not limited to Warren Tech, School of Mines, Red Rocks Community College, etc.
- Provides concurrent enrollment options if indicated in ALP or ICAP
- Options can include vocational options at Warren Tech, Jeffco Virtual Academy, accelerated curriculum, and/or concurrent enrollment.
- Provides a problem solving process when a gifted student is underachieving
- Underachieving students are brought to a MTSS process involving GT Resource Teachers, classroom teachers, and other personnel such as instructional coaches, counselors, social workers, vertical team members, and principals.

### **Next Steps**

#### 2016-17

#### **Differentiation/Acceleration:**

- Jeffco utilizes the Iowa Acceleration Scales and the RtI process to make grade or content acceleration decisions.
- Process initiated by school personnel or parents.
- Flexible instructional pacing allowing for acceleration, in-depth work, and curriculum compacting through progress monitoring are encouraged in all schools and content areas.
- Compacting curriculum, tiered lesson design, content extensions, cluster grouping, and higher order thinking skills are targeted areas for site support for Gifted learners.

**Social Emotional:** Counselors provide affective and guidance support to G/T students in center classrooms, who have unique social and emotional behaviors that may result in them becoming "at-risk" in the social, emotional, and academic domains. Support systems provide specific strategies to help students develop coping skills to overcome these challenges. Our highly qualified GT counselors provide both guidance and mental health support through one-on-one counseling, small group interventions, and whole class social and emotional lessons.

**Center School programming:** Hold summit meetings with GT Center principals and teachers to frame and draft essential elements of GT Center, using NAGC guidelines as reference, in order to ensure consistency across Centers.

Conduct professional learning needs assessment in alignment with essential elements.

#### 2017-18

#### **Differentiation/Acceleration::**



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- Options for acceleration will be shared with both GT Center teachers and teachers in neighborhood schools. Options include curriculum compacting, enrichment in breadth and depth, and flexible pacing.
  - GT Resource Teachers will conduct needs assessment and identify best practices occurring at neighborhood schools. Begin supporting best practices through responsive professional learning model
  - Articulate best practices for flexible/cluster grouping at schools.

**Social Emotional:** Counselors will continue work from 2016-2017 as described AND will collaborate with Social Emotional Learning Specialists to provide Tier 1 and Tier 2 Interventions in GT Center Classrooms as well as small groups.

Begin implementation of Affective goals, interventions and supports at Elementary levels; Develop system for monitoring affective growth at all grade levels.

Conduct needs assessment and seek stakeholder input on Affective programming strategies and monitoring processes to identify best practices. .

**Center School programming:** Seek feedback from all stakeholders (parents, students & community) on Center elements & expectations draft. Communicate final draft expectations and commitments to Center school community. Develop accountability tool based on expectations. Deliver professional learning responsive to needs assessment conducted earlier, and continue needs assessment to adjust and drive professional learning.

2018-19

**Differentiation/Acceleration:**

- Options for acceleration will be shared with parents of students who qualify for an ALP.
- Review and revise district acceleration policy to reflect needs in system for both subject and whole-grade acceleration.
- Gather stakeholder feedback around minimum expectations for all neighborhood schools.
- Review flexible/cluster grouping practices across the district.
- Develop training and pilot Depth & Complexity resources (J Kaplan) at several neighborhood schools.

**Social Emotional:** Counselors will continue work from 2017-2018 AND will add staff to reduce caseload from 4 schools to 2 schools per counselor. The current team will provide mentorship to new counselors as they are placed in GT Center Schools.

**Center School programming:** Implement school evaluation process for Center Schools in relation to agreed-upon expectations. Continue responsive professional learning model

2019-20

**Differentiation/Acceleration:**

- Articulate minimum expectations for all neighborhood schools around GT programming
- Broaden pilot for implementing Depth & Complexity resources

**Social Emotional:** Counselors will continue work from 2018-2019 and create a streamlined counseling curriculum that is used in GT throughout the district.

**Center School programming:** Continue to refine common Center expectations and evaluation. Continue responsive professional learning as per PL standards

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## Evaluation and Accountability Procedures

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- GT Academic Goals in the Jeffco 2020 Vision & Strategic Plan are monitored throughout the year to assure completion. These goals are reported to the CAO, Superintendent and Board of Education at the end of each school year.
  - We use CMAS, Measure of Academic Performance (MAP), Reading Assessments (DRA, Dibels, Atlas etc), and other interim district assessments to measure academic performance of all students, including gifted students, at various grade levels.
  - GT student achievement data is disaggregated and monitored for growth by the District Assessment office and reported with state assessment data each fall.
  - Periodically, the GT Department is asked to present to the Board of Education on GT identification, programming, student growth, and a variety of other goals.
  - GT Resource Teachers and Instructional Coaches go over academic performance data :at the school level to review benchmarks and gauge progress.
  - While we have various methods for monitoring affective growth of GT students at schools, there is not a systemic, district-wide model for this.

### Next Steps:

- 2016-17: Conduct a program/needs assessment of which schools are monitoring social-emotional progress, and with which methods, starting with our center schools
  - Implement an annual program review evaluating our progress toward our annual goals within our program plan
- 2017-18: Either adopt or develop an instrument for monitoring Affective growth in a systemic manner, starting with our Center schools
- As a method for ongoing self-evaluation and feedback, the GT department will:
  - Form a district GT steering committee with parent, teacher & administrator representation. [December 2017]
  - Conduct annual surveys to track stakeholder feedback over time. [January 2018]
  - Work with district assessment department to analyze survey data to identify trends.[February 2018]
  - Work with above GT steering committee to conduct ongoing root cause analysis, needs assessment, and revise action plan as needed. (May be integrated into district UIP). [April 2018]
  - Results of survey analysis and work of steering committee is communicated to all stakeholders via GT Gazette (newsletter) [August 2018]
- 2018-19: Begin taking Affective goal evaluation to scale

### Personnel

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- Personnel responsible to provide instruction, counseling and coordination of programming for gifted students
  - Gifted Resource Teachers:
    - work with schools to improve and enhance the skills, knowledge, and expertise of teachers and other personnel that provide instruction to gifted students.
    - provide targeted professional development
    - review and approve Advanced Learning Plans for identified GT students
    - develop and disseminate programming information to parents through a variety of formats and sources
    - collaborate with the schools they are assigned to, to support the MTSS and progress monitoring of students within the schools.



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- presentations in the form of Parent Seminars, CAGT, NAGC, CASE presentations, school based parent information nights and community nights are also services provided by this team.
  - licensed, content endorsed teachers who also have an endorsement or higher degree in gifted education.
  - Jefferson County employs a full-time Director of Gifted Education, who is responsible for management of the Gifted Education Program Plan, as well as:
    - plans, develops, coordinates, and monitors gifted programming
    - works to improve and enhance the skills, knowledge, and expertise of teachers and other personnel who provide instruction and support services to gifted students and provides opportunities to the extent practicable to increase the number of qualified personnel providing instruction to gifted students
    - oversees the financial management of the gifted program and communicates district-wide gifted programming concerns to Central District Administration, principals, parents and community as appropriate.
    - Gifted education professional development
      - The Gifted and Talented Resource Team includes a Professional Learning (PL) Team
      - The PL Team plans and coordinates the professional learning provided by the team
      - Data gathered by stakeholders guides the work and plans for learning.
    - A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming
      - Jefferson County employs a Director of Gifted Education
      - Gifted and Talented Resource Team includes 16 GT Resource Teachers and 4 GT Counselors
    - Collaboration with universities and college support with development of qualified personnel
      - Jeffco has active and strong partnerships with Adams State University, DU, Red Rocks Community College, UCD, Colorado School of Mines, CCU, University of Northern Colorado, and Regis University to meet the needs of students and/or teachers and their professional development.
    - Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers
      - The Director and the Gifted Resource Teachers are licensed, content endorsed teachers who also have an endorsement or higher degree in gifted education
      - A Gifted Center School is an option within the Jeffco school system for students within the unique academic, social, emotional needs that provide more focused support to the learning needs of high potential learners in an alternate setting. Teachers at GT Center sites are supervised by school based administration and support a collaborative partnership with GT office. All GT Center classroom teachers will have a CDE endorsement or MA in Gifted Education.
    - A job description of GT positions will be on file with Human Resources with clearly stated qualifications and expectations. Any new position opening in a GT Center Classroom, GT Resource Teacher positions, or other GT position that provides direct instruction to GT students will be filled by a GT endorsed teacher or teacher agreeing to earn a GATE certificate within a specified amount of time.
  - Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers



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- NO paraprofessionals are used as primary instructors for gifted learners. (added after review on 11/9/12)
  - Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students
    - Jefferson County employs a Director of Gifted Education, who is responsible for management of the Gifted Education Program Plan. The Director plans, develops, coordinates, and monitors gifted programming. The Director works to improve and enhance the skills, knowledge, and expertise of teachers and other personnel who provide instruction and support services to gifted students and provides opportunities to the extent practicable to increase the number of qualified personnel providing instruction to gifted students
    - The Jeffco District employs Gifted Resource Teachers that work with schools to improve and enhance the skills, knowledge, and expertise of teachers and other personnel that provide instruction to gifted students. The Gifted Resource Teachers provide targeted professional development and review and approve Advanced Learning Plans for identified GT students
    - Online courses developed and facilitated by GT RTs provide opportunities for teachers to pursue a gifted endorsement through CDE.
    - Over 130 Jeffco teachers and administrators are endorsed in gifted education
    - Each school in Jeffco has a staff member or staff members (including GT Building Liaisons) who participates in GT Professional Learning. Some schools will have an internal structure for implementing GT learning building-wide.

**Targets:**

1. All Jeffco GT Resource teachers will have a Masters or CDE Endorsement in Gifted Education
2. All Jeffco GT Center based classroom teacher will have a Masters or CDE qualified Endorsement in Gifted Education at the Elementary level by 2017, or be in the process of working on this, dependent on compliance to new endorsement guidelines
3. GT Center teacher job descriptions will be revised to reflect highly qualified through the endorsement or MA process.
4. By 2018, each school in Jeffco will have a staff member or staff members (including GT Building Liaisons) who participate in GT Professional Learning and have a forum for sharing GT learning at school site.

## Budget

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Jeffco submits an annual budget plan which reflects both State funding (including general allocation and Universal Screener & Qualified Personnel Grant) and district contributing funds. These funds are used exclusively for all authorized spending categories supporting gifted education (salaries/benefits, professional development, program options, materials, equipment and administrative costs.) Equipment/technology spending of the above funds does not exceed 20% of our annual budget.

## Reports

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- Jeffco files an annual GT UIP Addendum as part of its district Unified Improvement Planning process, with goals supporting gifted learners integrated into the plan.
- Currently, one of our major improvement strategies focuses on the implementation of student plans, including the ALP



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- Jeffco complies with accreditation requirements and participates in the C-GER review process every 4 years (next one is scheduled for January 2017)
  - We file annual budget proposals and provide numbers of identified students by sub-groups, as well as Qualified Personnel
  - We provide periodic reports to our Board of Education on the state of gifted education in Jefferson County

## Record Keeping

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- Financial records are kept in accordance with principles of governmental accounting
- An inventory is maintained of all equipment for which funds were received
- ALP documents are part of the student's cumulative record
- Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students are held to be confidential and protected in accordance with applicable federal and state laws and regulations

### Next Steps:

- 2016-17:
  - Develop transitional plan for ensuring portability (enrollment secretaries)
  - Enter all student assessments (SIGS, KBIT, etc) into central spreadsheet
- 2017-18:
  - Develop Standard Operating Procedure (SOP) for retention & destruction of student records & test protocols consistent with district policy
  - Upload all student assessment data into SOARS
  - Develop plan for centrally accessing/storing secondary ALPs
- 2018-19:
  - Profile sheet in SOARS with integrated ALP & ID data, indicating portability, will be implemented
- 2019-20:
  - Ongoing training and system revision as needed

## Procedures for Disagreements

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The Director of Gifted and Talented, along with the GT Resource teachers regularly and collaboratively problem solve with parents, administrators, teachers and other stakeholders as needed to reach the best solution for gifted students.

### Jeffco Dispute Resolution Process

The dispute resolution process used for resolving disagreements about identification and programming for gifted students is described below along with the procedures for parents to access the process, how will parents be heard, who makes the final decision, and how will parents be notified of the decision.

If a parent/guardian has a dispute with GT services within the classroom, the following steps may be taken:

1. The parent/guardian should meet with the classroom teacher to share concern and seek a resolution.
2. If this meeting does not resolve the problem, the parent/guardian should document the concerns



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and the parent's perspective of the situation in a letter to the teacher, requesting a written response within five school days.

3. Upon receipt of this letter, the parent/guardian may then apply to the school Administration (principal or assistant principal) on the child's behalf.
4. Another school level option is for the parent/guardian to contact the Gifted Resource Teacher assigned to the school for a review of the concern.

If a resolution is not reached at the school site level, parents should contact the following succeeding Central Office levels:

1. Director of Gifted Programs
2. Executive Director for Student Success
3. Chief Academic Officer
4. Superintendent
5. Board of Education

If a parent/guardian has a dispute that has not been resolved at the school level, the following steps may be taken. If the parent/guardian is dissatisfied with the outcome of the school level meeting, the parent may submit a letter to the District Director of Gifted and Talented within 10 school days following the school based conference to request a district level meeting to seek a resolution or further information.

- The parent should meet with the District Director of Gifted and Talented to seek a resolution or further information. During this meeting, the parent may present data showing the need for gifted identification or gifted programming options. Following this conference, the District Director of Gifted and Talented in consultation with the school's Gifted Resource Teacher, the student's classroom teacher(s), and the school's administration will make the final recommendation and send the decision to the parent/guardian within five working days of the meeting.
- If the parent/guardian is dissatisfied with this recommendation, he/she may appeal in writing within 20 school days to the Executive Director for Student Success.
- The Executive Director for Student Success will review the process and evidence and will respond in writing to the parent/guardian within ten school days of receipt of the appeal.
- If the parent/guardian does not agree with the response of the Executive Director for Student Success, he/she may appeal in writing to the Chief Academic Officer.
- The Chief Academic Officer will review the process and evidence and will respond in writing to the parent/guardian within ten school days of receipt of the appeal. If the parent/guardian does not agree with the response of the Chief Academic Officer, a written appeal may be made within ten school days to the Superintendent.
- The Superintendent will review the process and/or the policy and will respond in writing to the parent/guardian within ten school days of the receipt of the appeal.
- If the parent/guardian does not agree with the Superintendent's decision, an appeal may be made within ten school days to the Board of Education. The Board Chairperson will contact the parent/guardian within ten school days of the receipt of the appeal to establish the next steps.

## Monitoring

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- Jeffco complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students
- Jeffco monitors annual and comprehensive plans



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- Jeffco monitors annual enrollment and performance reports
  - Jeffco is prepared to participate in the Colorado Gifted Education Review
  - Jeffco participates in follow-up activities to correct areas of non-compliance