



## Administrative Unit

<b>Administrative Unit name:</b> Weld Re-5J, Johnstown - 62050	<b>Region:</b> North Central	
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**Name of Superintendent:** Dr. Martin Foster

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

**Narrative:**

Identification procedures are transparent in our Parent Handbook on the Weld RE5J School District website. Initial letters are sent to households at the beginning of the identification process to inform parents of the procedures. Communication continues throughout the process in the form of letters sent home at each stage of identification as well as requesting parental input during the process through inventories and interviews. In addition to letters sent home, verbal conversations and emails can also occur should parents have questions regarding their student’s data and progress through the identification process. The district began a campaign this last school year to communicate more often with parents via email regarding educational opportunities for parents and students. Information about the NORCO GT parent organization was shared with all parents of identified students as well as additional offerings of workshops specifically for parents. Summer opportunities were also shared with households at the end of the 2015-2016 school year. This information is also shared verbally with parents during parent-teacher conferences and during the development of the ALP for each student. We also can and do provide parents with literature regarding giftedness during ALP meetings to foster a better understanding of their child as a whole.



Through the letters sent home during the identification process, formally identified students and their parents are asked to attend a face to face meeting where the student's ALP is created and asked for their input. They are also involved prior to this step through the use of inventories and interviews. Performance on assessments are discussed during face to face meetings with parents as well as progress reports sent home throughout the school year via paper reports or through infinite campus. These assessment results can be used to develop ALP goals. Assessments include but are not limited to PARCC, CSAP, Dibels, STAR Reading, STAR Math, Acuity, ACT, SAT, ACCESS, and classroom assessments. The district will be progress monitoring of ALP goals during the 2016-2017 school year as additional data. Although we still struggle to match needs in some areas, we provide the following programming options to service our GT population. Different options are available at different levels and buildings throughout the district

- Instructional Strategies in the classroom including Depth & Complexity, pre-testing with extension menus for those showing mastery, cross grade grouping, cluster grouping, enrichment, differentiation, and extended learning opportunities
- Junior Great Books, Socratic Seminar, Bloom's Project, and Jacob's Ladder conducted as pull-out enrichment
- Advanced and Honor level class offerings
- Acceleration in a content area and sometimes, although rarely, a whole grade level
- GT Enrichment classes
- GT Seminar
- GT project and field trip options
- Leadership Classes
- AP Classes
- Concurrent Enrollment
- Certificate Concurrent Enrollment Academies in Fire Science, Criminal Justice, and Emergency Medical Technician
- STEM Program
- Science Fair
- Odyssey of the Mind
- Lego Club
- Robotics Team
- Brain Bowl and Knowledge Bowl Team
- Spelling Bee
- Student Council
- Art, Writing, Drama, and Music classes, clubs, and competitions
- FBLA, FCCLA, LULAC and FFA
- Anime Club
- GEEK gaming Club
- Interact Club
- A-TEAM peer tutoring organization
- Athletics

Roosevelt High School is in partnership with Aims Community college to offer Concurrent Enrollment options starting the junior year. Students can take up to 2 classes per semester paid by the district



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through Aims while attending high school. They may take more if they wish but must pay for additional classes on their own. We also offer certificate Concurrent Enrollment Academies on our own campus in Fire Science, Criminal Justice, and Emergency Medical Technician through the Aims partnership. In addition to the Aims partnership, concurrent enrollment opportunities are also available online through BYU. The high school counseling staff is certified to offer and proctor these classes for students at the high school level.

All students develop and complete an ICAP portfolio beginning in 6th grade until they graduate. This is completed in their College in Colorado account. Additionally, all seniors are required to complete Senior Seminar in order to graduate which involves a semester curriculum addressing college and career planning. Students and parents can access the student's College in Colorado account at any time to view the portfolio and get an immense amount of information and resources from this site. All documents pertaining to GT are in both English and Spanish on the Weld RE5J district website for parents to access.

Parents and families are directly involved in the development of the ALP and goals at each building and they participate in parent-teacher conferences. In addition to these avenues of involvement, our parents also participate as classroom volunteers, field trip chaperones, club sponsors, and on occasion as coaches. The district team has also provided social opportunities for families such as an ice cream social held in the fall. Another opportunity for involvement as well as an avenue for education is the SENG parent group started in the fall of 2016 for elementary parents. The district plans to extend this offering to secondary level parents in the spring of 2017.

#### **Targets for Improvement in this Area:**

1. Continue building relationships and fostering education with parents by offering a SENG group opportunity to secondary level parents in the spring of 2017
2. Publish a GT newsletter 3 times a year (Fall, Winter, Spring) and publish on the district website
3. As a district we would like to offer more formalized programs and opportunities for our identified students outside of school time where parents can participate, lead and facilitate activities with GT students. One idea would a summer program of some type offered in our district. Other ideas would include hosting parent meetings with guest speakers on topics surrounding giftedness.

#### **Definition of “Gifted Student”**

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##### **Narrative:**

"Gifted and talented children" mean 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 children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities. 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 Cognitive Ability
- Specific Academic Aptitude: Reading, Writing, Math, Social Studies, Science and/or World Language



- Specific Talent Aptitude: Visual Arts, Performing Arts, Music, Dance, Psychomotor, Creativity and/or Leadership

Although we do not have a formal early access protocol, we are looking for students exhibiting gifted characteristics as early as Pre-K. We provide training and support for teachers in gifted characteristics and communicate directly with the teachers in the early grades to look for characteristics that stand out and are above and beyond same aged peers. We cast a wide net to look for gifted students by conducting a universal screener of all students at the 2nd and 6th grade levels although we take nominations/recommendations from teachers and parents for students at any grade level, any time in a student's school experience. We glean information and evidence from any grade level as a student progresses through school. During times when we are administering the universal screener, we are also sure to pull in any new students to our district and include them in the screening process as well. We develop ALP's for all formally identified students each year where we address goals and special provisions needed to meet their educational programming needs. ALP's involve parents, classroom teachers, GT coaches, and possibly admin staff. A completed list of formally identified students are sent to staff at the beginning of each school year and ALP's are available for all classroom teachers to view for the specific students they have in their classrooms. These elements are the very foundation and work to serve the definition in our school district.

#### **Targets for Improvement in this Area:**

1. Develop and adopt a formal early access addendum that includes protocol we are currently using but is written in a formal manner and used for district publication.

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

### **Narrative:**

All students are tested in 2nd grade and again in 6th grade. We begin with a screener and are currently using the latest version of the Naglieri. This initial screener helps us form our talent pool with those students scoring an 85% or higher on this screener. We also take parent and teacher recommendations as part of the talent pool even if they do not score high enough on the screener. The talent pool students are then tested using NWEA as a second data point. We also have teachers complete SIGS inventories as well as parents complete a SIGS parent inventory. We use CMAS and PARCC data as part of the body of evidence as well. We also use district assessments as data points such as STAR Reading, STAR Math, and Acuity. In some circumstances, the KBIT and/or the Torrance Test of Creative Thinking is given at the elementary level to gain further insight into a student's strengths.

One of the main reasons we use Naglieri as a screener is to provide equitable access for all student populations since there is no reading or writing required on this exam. We will translate directions for English language learners to ensure they understand what the screener is asking them to do. We also take recommendations from and conduct interviews with teachers who are perhaps seeing characteristics that are not being exhibited on the screener or other assessments used in the identification process.

We do take referrals/nominations from classroom teachers, parents, students themselves, and in some cases admin or coaches. There is a formal nomination form in our parent handbook on our district website. SIGS inventories and interviews with classroom teachers and parents are additional tools used to glean information during initial stages of screening and gathering evidence. We are in the process of developing a district wide portfolio system to be considered as part of the body of evidence as well for the talent aptitudes: Visual Arts, Performing Arts, Music, Dance, Psychomotor, Creativity and/or Leadership. We do have one elementary that has a portfolio structure in place



but it is not formalized at this time nor is it used district wide. We use the Naglieri as our main screener but will also administer the CoGAT if we feel there is potential and the Naglieri screener does not provide a score that would place the student in the talent pool. Evidence gathering would commence within 30 days of a referral or nomination by administering a screener (Naglieri) and completing SIGS inventories with teachers and parents as first steps.

We feel the Naglieri screener addresses all domains in that it provides insight into problem solving ability and thought process which is applicable to all domains of identification. We also feel it provides equitable access for all student populations since there is no reading or writing required on this exam. We are currently working on development of a portfolio for the talent areas that will address all domains of giftedness as well as underrepresented populations. The completion date of this portfolio is projected for the spring of 2017 and will be published on the district website.

The body of evidence includes formal assessment scores as well as inventories, observational scales and interviews conducted with teachers and parents. Assessments used in our district include:

- Cognitive tests that measure general intellectual ability such as the Naglieri and CoGAT,
- Achievement tests that measure ability in a specific academic area such as NWEA, CMAS, PARCC, Star Math and Star Reading In some cases, informal portfolio work is used as well.
- Creativity tests that measure creative ability such as The Torrance Test of Creative Thinking
- Observation Scales that glean information from classroom teachers and parents such as SIGS
- Interviews or inventory check lists completed by the GT coach with teachers and parents.
- In the future, use of a portfolio system will be used to gather evidence in the talent aptitudes. The school district team will be completing and adopting a district wide portfolio system by the spring of 2017.

The district team completes formal identification each year which includes 11 members, 5 of which hold certificates in Gifted Education. This team meeting takes place in August each year prior to the start of the school year but identification can take place any time if the body of evidence warrants it. The team reviews each case and comes to agreement on either formal identification, watch list, or no placement.

Within 45 days of identification, a letter is sent home to parents once final determinations have been made and a copy is placed in the students cumulative GT file. Within the same 45 day timeline, A meeting is scheduled with parents after letters are sent out to meet with the GT coach, and classroom teacher to review and understand results and develop the ALP. During this meeting parents are free to ask any questions. The GT coach will review the annual process for ALP development with parents during this meeting as well.

As outlined in our handbook, a 95th percentile or above is the rating used in our district to determine exceptionality. The only exception is an 85th percentile can be scored on the initial screener to become part of the talent pool but will not be used as a qualifier unless it is a 95th percentile.

Our district team is willing to continue testing students on other assessments not in our general process such as the KBIT, Torrance Test of Creative Thinking, and the Kingore Observation Inventory. We will also take into consideration any normed data a parent provides from outside sources from testing they have had done. We will also conduct interviews, look at classroom performance, and consider exceptional placement in competitions as part of the body of evidence.

As outlined in our handbook, a 95th percentile or above is the rating used in our district to determine exceptionality. The only exception is an 85th percentile can be scored on the initial screener to become part of the talent pool but will not be used as a qualifier unless it is a 95th percentile.

As indicated in our handbook, the district is using the exact state identification documents to ensure portability. These charts, developed by CDE, are included in our handbook as a guide to identification for staff and parents. Narratives are also included for further clarification.

All documents are placed in the student's cumulative school file so that when another district requests records, the GT documents are transferred to the new school. Our district has adopted the



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process of inserting a blue file folder into the cumulative record file specifically for GT documents only. The blue folder is labeled as such and stands out from all other cumulative records. At the high school level, a student is sent with their entire GT file upon withdrawing from high school in addition to the transfer process conducted by the counseling office. This helps families expedite the scheduling process at the new school to ensure GT students are able to enter higher level classes in their new school.

GT coaches will consult with parents, students, and former school about evidence brought in from another district; especially if it is an in-state transfer. If the GT coach cannot gain adequate information from the former in state school, the student will be re-evaluated according to our district process and standards. If a student transfers from an out of state district, the GT coach will consult with parents and the students but ultimately the student will be re-evaluated if the evidence is inconclusive from an out of state school. Reviews of any incoming GT files from in state or out of state will occur within the first 30 days of enrollment to the school district.

GT coaches are alerted by admin and support staff if a new student has enrolled that possesses a GT file and ALP. The GT coach will review the file within 30 days of enrollment to the district to determine if the evidence is conclusive of the ID. If so, the GT coach will view the ALP to make sure it is up to date with the current school year and have a conversation either in person or over the phone with the parents and students to ensure their awareness of the ALP and the goals listed. If the ALP is outdated, the GT coach will schedule a meeting with parents, the student, and the classroom teacher to update the ALP for the school year. If it is determined that the evidence is inconclusive, the student will be re-evaluated.

All students are screened which includes those students on IEP's. In addition to district wide screening, nominations for twice-exceptional students are received at any time or any grade level to the GT coaches in each building. Again, we feel the Naglieri gives equitable access to all students and is a fair screening tool for all populations.

**Targets for Improvement in this Area:**

1. We do feel as a district GT team that more training and education is needed in the area of twice-exceptional identification and more importantly, service.
2. We also need to and will be adopting a district wide portfolio system to address the identification of students in the talent aptitudes areas and hope to add specialized assessments or portfolio elements to help us identify in Science, Social Studies.

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## Advanced Learning Plan Content, Procedures and Responsibilities

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**Narrative:**

ALP meetings are held annually at each school involving the GT Coach, classroom teachers, parents and the identified student. During this meeting, the ALP is tailored specifically to that student including the following elements:

- General demographic information including area of Identification and Synthesis of Body of Evidence
- Student Interests and Extra Curricular Activities
- Student goals of which we are beginning to implement standards based goals this year (2016-2017). Goals include one standards based goal in the student's strength area, one affective goal, and one state assessment goal. These goals also become the learning goals for the student
- Suggestions for Parent Involvement to assist and support the student
- Service related projects the student has or plans to engage in
- Testing accommodations if needed



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- A self rating scale where the student rates themselves on Classroom Participation, Behavior, Attendance, Completing Work Assigned, Quality of Work, and Affective/Social Status. The student selects either "strengh", "satisfactory". or "Needs to work on"
  - Strategies and Interventions to accommodate the needs of this student in and out of the classroom as well as environment structure for the student (Learning Structure)
  - Strategies of how to increase the rate of learning
  - End of the Year progress with notes
  - Any notes concerning guidance, counseling, and career planning
  - Overall summary

Beginning in 6th grade, all students in the district begin creating a College in Colorado account where they complete ICAP requirements and explore post secondary options, complete interest inventories, begin compiling a body of work related to post secondary readiness, and access a multitude of resources offered through the College in Colorado account. As students progress through their secondary level education, they continue to add elements to their portfolio. Although the ALP is not formally completed within the ICAP structure, post-secondary readiness is discussed with every student during the ALP meeting with the GT coach, counselor, and parent. Suggestions and guidance are given to assist the student with their vision. Post secondary goals and dialog are formally documented in the ALP at the high school level. In addition, all seniors are required to complete and pass senior seminar in order to graduate. This seminar addressed further elements of post secondary readiness including the completion of college applications, scholarship applications, work-force applications, the FAFSA application, community service, and job shadows, Again, Although the ALP is not formally completed within the ICAP structure, post secondary readiness is still documented within the ALP which includes achievement and affective goals for every identified student as outlined above.

The district does implement a transition process, although it is not spelled out in the actual ALP. The transition process includes communication between the elementary level and middle school level, and then between the middle school level and high school level. Identification notebooks are passed from one level to the next as students transition to the next level. These notebooks contain student files that encompass the complete identification and ALP history for this student. These files are in addition to the same history that is present in every student's cumulative file in the district. GT coaches are able to then communicate to staff through identification lists who the identified students are that are transitioning into the building the next school year. This communication happens prior to the first day of the next school year. Additionally, GT coaches at the middle school and high school level will meet with the newly entering students at the beginning of the school year to orient the students to the new level and building. The high school GT coach meets with all incoming 9th graders and their parents prior to the 9th grade year starting to complete ALP's and provide an orientation to high school before the school year starts (meetings are generally held in late July and last an hour per student). Also, for any middle school level students who are attending the high school to take math, the high school GT coach contacts all parents of these students and sets up a meeting before the first day of school to acclimate these students to the high school. During this meeting, students and parents are taken to the math classroom where they meet their teacher and have the opportunity to ask any questions. The topics covered at this meeting include transportation, start times, supplies, technology, and overall structure of the math class. The district team also hosts an ice cream social at the very beginning of the year for all identified families in the district so that parents can connect and also ask questions as their students transition back into school, whether they are at a new level or not.

As stated previously, the ALP includes demographic information that includes the body of evidence that was used to identify the student.



Beginning the 2016-2017 school year, our team is beginning Phase I of the 3 year implementation process of writing standards aligned ALP goals in a student's strength area which will translate to classroom teachers working closely with these students to achieve these goals as well as progress monitoring to ensure goals are hopefully being met. The goals are written using a SMART goal format in the strength area of the student. Phase I for our district consists of implementing standards aligned ALP goals for at least 1 grade level of identified students in each building. Phase II and Phase III will consist of adding additional grade levels over the next 2 school years so that all identified students will have standards aligned ALP goals by the end of the 3 year implementation according to CDE guidelines.

In order to create meaningful goals for an identified student, the parents and student are asked to give input as to what they feel is an appropriate area in which that student wants to set a goal. The GT coach can offer the above categories (personal, social, communication, leadership, cultural) and examples to help prompt this process if the student and parents are unable to target something specific. Together, the team works to develop an affective goal that is meaningful and appropriate for each student and it is documented in the ALP. Again, goals are written in a SMART goal format so they are measurable for all stakeholders.

Within Alpine, the GT coach can select from an extensive menu of options to tailor the ALP to meet the student's needs. These would be listed under the following categories on the ALP and examples of the choices are provided in blue:

- **Extra Curricular Activities**

- Competitive sports/activities (e.g., swimming club team, chess team)
- Recreational sports/activities (e.g., biking with family, camping)
- Skill development activities (e.g., music lessons, cooking classes)
- Clubs
- Family-recommended religious organizations and activities
- Civic organizations
- Collections/hobbies
- Academic Games
- Student Council
- Before/After School Enrichment Classes
- Academic Contests
- Summer Program(s) in Strength Area(s)
- Community-Sponsored Activities
- District Sponsored GT Events

- **Parental Involvement**

Seek out community resources to enrich and extend my child's passion areas

- Support my child with content extensions
- Monitor my child's progress
- Attend parent, teacher, student conferences to review academic achievement and social-emotional development
- Provide homework space and time
- Demonstrate interest in my child's school life
- Talk about homework with child
- Model mistakes and humor in fixing mistakes
- Expect school attendance
- Help my child be organized for school
- Celebrate school successes
- Assist my child with realistic life goals and aspirations
- Encourage my child to participate in community service



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- Support my child by transporting him/her to GT activities
  - Help my child to participate in organized activities such as scouts, church groups, chess, or sports teams for socialization and/or leadership skills
  - Provide my child with special music, drama, or art lessons in their area of strength
  - Communicate directly with school staff when questions arise
  - Encourage your student to communicate with teachers when questions/concerns arise
  - Provide a homework space that is free of distractions
  - **Strategies/Interventions**
    - Research on particular subjects of interest
    - Use of extension menus on assignments & projects
    - Flexible grouping
    - Opportunities to pretest out of content & do extension projects
    - Use of technology for projects
    - Compacting curriculum & providing extension activities
    - Accelerated class placement upon meeting criteria
    - Online course study
    - Career study
    - Job shadowing/mentorship
    - Recommended Extra-curricular activities:
    - Other:
      - Provide strategies and support to improve in areas needed
      - Provide demonstrations, experiments, & graphic organizers
      - Research careers dealing with non-verbal strengths
      - Exploration of strategic games and puzzles
      - Sudoku and other problem solving puzzles
      - Drama/Theatre activities
      - Provide organized learning environment
      - Explain the big picture
      - Help student organize materials
      - Summarize learning
      - Limit distractions (visual and auditory)
      - Allow student freedom to move, doodle, manipulate etc.
      - Provide natural or subdued lighting
      - Provide focus on the learning objectives
      - Use of advanced organizers
      - Hands on approach manipulating forms or objects
      - Visual aids/clues rather than verbal (examples: visual schedules, sight words, vocabulary words, lists of transition words/phrases)
      - Sequential steps
      - Use of maps, symbols, pictures, videos, overheads, graphs, maps, PowerPoint, media programs
      - Use of mind or concept maps
      - Use of visualization
      - Brainstorm using illustrations, mind maps and models
      - Use of kinesthetic (drama, movement, manipulatives)
      - Careful seating to avoid distraction (windows, open doorways, etc.
      - Reflective though active exercises (question-write-pair-share) and brain-storming sessions
      - Note taking with use of pictures
      - Help with visual cues and associations for memorization



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- **Learning Structure**

- Classroom with flexible grouping
- General education with peer tutoring
- General education with cluster grouping
- Classroom with cross-grade grouping
- Special interest clusters
- General education with resource room
- General education honors classroom
- Magnet classroom
- School within a school
- Advanced Placement
- International Baccalaureate
- Magnet School
- School for gifted students

- **Increase Rate of Learning By:**

- Subject-based Acceleration

- Curriculum compacting
- Testing out
- Post secondary options
- Independent study
- Online learning
- Concurrent/Joint enrollment

- Grade-based Acceleration

- Grade skipping
- Multi-age classrooms
- Early entrance to middle/high school
- Early admission to college

- Content Extension (Depth, Complexity, Novelty)

- Higher Order Thinking Skills (Critical, Creative)

- **Summary of Recommendations**

This year (2016-2017) the district team adopted a district wide progress monitoring form that all coaches will fill out as students progress through the year and check-ins are completed with students. Both Standards Based and Affective goals will be addressed on this form to document progress towards goals during the year. Teachers will be involved in this process as well. A copy of the completed progress monitoring form will be provided to parents either at parent teacher conferences or they will be sent home either with the student or through the mail within 30 days of the progress monitoring check-in with students and teachers.

Annual ALP meetings are held at each building involving the student, their parents, teachers, and the GT coach. Signatures are acquired on the ALP from all parties involved.

Letters are sent out each year to the households of identified students to inform parents and the student that the ALP process is starting and to request their attendance at the ALP meeting.

Teachers are informed by the GT coach in each building.

Teachers will either take part in the development of the measurable ALP goals (most likely at the elementary level), or will be asked to support ALP goals if they do not take part in the actual writing of the goal (most likely at the middle school and high school level). Even if teachers do not take part in the actual writing of the goal, the goal will be standards aligned so that teachers can easily address the goals within the classroom and provide evidence of achievement.



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GT coaches will definitely take part in the writing of goals but will not be the sole custodian due to teacher and parent involvement with either writing or supporting the goals.

The district is offering Depth and Complexity training on a wide scale starting the 2016-2017 school year which will offer tiered instruction within the classrooms. Teachers have also been extensively trained in differentiation techniques as a whole in order to accommodate different levels of learners. More intensive programming is available with cross-grade grouping and cluster grouping at the elementary level and honors, advanced placement, and concurrent enrollment options at the secondary level where students can be serviced at a rigorous level in their strength area of which their goals may reflect.

Students are always present at the ALP meeting and are asked many questions by the GT coach and teacher in order to obtain valuable student input into the ALP. Questions are also asked of the parents to gain their perspective as well.

A copy of the body of evidence and the yearly ALP document are placed in the student's cumulative file each year in a blue folder designated solely as a GT file of record. A formally identified student is also flagged on Infinite Campus as well as Alpine Achievement as a student who is on an ALP. Alpine Achievement also stores all records including all assessment data and all ALP's that have been written for the student over the course of their school years in our district. In addition, the GT coach also keeps a notebook with a second copy of the student's cumulative GT record where a current ALP is placed each year. As the student transitions to the next level, the cumulative file follows that student as well as the GT coach transfers the notebook to the coach or coaches at the next building. Letters are sent home requesting the attendance of parents at the ALP meeting each year at the elementary level which is conducted during parent teacher conferences. At the middle school level, letters are sent home informing and inviting parents to schedule a meeting with the GT coach to update ALP's but if the parent is not able to attend, the plan is completed with the student, teachers, and the GT coach. A copy of the ALP is then sent home so that the parent may review it. They have the opportunity to ask the GT coach questions and suggest any changes before the document is finalized and the parents sign the completed ALP. At the high school level, the GT coach meets face to face with parents and students entering the high school as freshmen before the school year begins. This meeting not only updates the ALP for the student, it also serves as a transition to the next level where many additional items are discussed such as schedules, getting involved with the school, opportunities and activities available to students, beginning the 4 year vision to post secondary options, etc. For the 10th - 12th grade, letters are sent home informing and inviting parents to schedule a meeting with the GT coach to update ALP's but if the parent is not able to attend, the plan is completed with the student, teachers, and the GT coach. A copy of the ALP is then sent home so that the parent may review it. They have the opportunity to ask the GT coach questions and suggest any changes before the document is finalized and the parents sign the completed ALP.

3 copies of the completed ALP (with signatures from student, parent, teacher, and GT coach) are produced where 1 is placed in the cumulative file of the student, 1 in the GT coach's notebook, and 1 given or mailed home to the parent. Teachers can access all ALPs on Alpine Achievement.

### **Targets for Improvement in this Area:**

1. Continue implementation of standards aligned ALP's and progress monitoring over the next 2 school years (2017-2018 and 2018-2019) so that by the end of the 3 year implementation plan, all identified students have a standards aligned ALP in their strength area which is monitored throughout a school year with progress monitoring forms completed as evidence.

### **Narrative:**



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Beginning the 2016-2017 school year, our team is beginning Phase I of the 3 year implementation process of writing standards aligned ALP goals in a student's strength area which will translate to classroom teachers working closely with these students to achieve these goals as well as progress monitoring to ensure goals are hopefully being met. The goals are written using a SMART goal format in the strength area of the student. Phase I for our district consists of implementing standards aligned ALP goals for at least 1 grade level of identified students in each building. Phase II and Phase III will consist of adding additional grade levels over the next 2 school years so that all identified students will have standards aligned ALP goals by the end of the 3 year implementation according to CDE guidelines. Our ALP's have always included an affective goal for each student and this practice will continue. Progress monitoring will be an added component for the affective goals on the same timeline as the standards based goals.

#### **Targets for Improvement in this Area:**

1. Continue implementation of standards aligned ALP's and progress monitoring over the next 2 school years (2017-2018 and 2018-2019) so that by the end of the 3 year implementation plan, all identified students have a standards aligned ALP in their strength area which is monitored throughout a school year with progress monitoring forms completed as evidence.

## **Programming**

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#### **Narrative:**

Overall, components, options and strategies offered in the district address the educational needs of gifted students through a variety of approaches both in and out of the classroom. Within the classroom, professional development in differentiation techniques, depth and complexity, project based learning, and the use of menus have been implemented at various times over the last several years. The latest focus throughout the district is depth of complexity training offered to K-12 teachers as well as a being a year long focus at the high school level for the 2016-2017 school year. Additional components to gifted education include:

- Grade and content acceleration
- above grade level online learning opportunities
- Cluster grouping
- Advanced and honors level classes
- Cross grade grouping
- GT pull-out enrichment
- GT enrichment classes
- GT Seminar
- Work with College in Colorado for ICAP
- Pre-AP and AP classes
- Concurrent enrollment
- Independent Study
- Acceleration through online learning
- Certificate Programs through Aims community college
- STEM certification through CSU
- Wide range of elective classes
- Multitude of extra curricular opportunities that can capitalize on leadership, creativity, and public speaking

The district team feels there are opportunities and offerings at each level that we can provide programming in the student's strength area. We feel these offerings become more diverse and



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structured as students transition to the secondary level. We do feel however, there is room for improvement, particularly in the areas of social studies, world language, and the specific talent aptitudes.

In most cases, our programming aligns with ALP goals. Those students identified in specific academic areas are either placed in advanced tracks of that area or instructed using differentiation techniques in order to service the student at an appropriate level and attain ALP goals written in that academic area. In non-academic areas of identification, ALP goals are written to align to the programming we do offer or to accommodate outside programming to service the student. For example, if we cannot service a specific area of giftedness directly, we would look to accommodate outside programming by adjusting the student's schedule or vehicle in which they learn content (online options). As an example, we had a middle school student training for the olympics in ice skating a few years ago. We obviously did not have the programming to service this student directly but instead modified her schedule so that she could miss the first period of the day in order to be at the rink every morning for the full practice time without compromising school. Affective goals are written to ensure service is available that will address the goal effectively. Examples would be counseling support, teacher support within the classroom, support through clubs and organizations, GT coach support, and support through specialized enrichment classes.

The delivery of programming at different levels spans a variety of techniques that include compacting curriculum, acceleration of content by a full year, testing out of content coupled by either acceleration or extended learning opportunities, differentiation techniques including project based learning & extension menus, Depth and Complexity, pull-out, cluster grouping, cross grade grouping, independent studies, online learning, and concurrent enrollment opportunities.

We are currently pushing district wide to get as many teachers trained in Depth and Complexity as possible to address solid differentiation in the classroom. We offered phase 1 of Depth and Complexity on August 11th 2016 and have 15 district employees signed up to be trained. We are also implementing Depth and Complexity school wide at the high school level for the 2016-2017 school year. The middle school is also starting the initial steps to implement Depth and Complexity training in their building as well. We have also implemented, to a high degree, the use of pre-tests to determine mastery of content. If a student scores at a level that shows mastery, teachers then design alternative curriculum for those students and excuse them from the work the rest of the class is doing for that unit. GT coaches in each building are available to help teachers design curriculum for students who have passed pre-tests.

Every school has at least 1 GT coach and school counselor who serve students in a multitude of ways regarding affective and guidance needs. This can involve meetings, counseling sessions, enrichment classes, daily check-in and check-outs, and connections with parents. We are also offering SENG groups for our elementary parents in the fall of 2016 and for our secondary parents in the spring of 2017.

Again, we do feel we have a wide variety of offerings for our students overall, but there is room for improvement, especially in some areas such as social studies, world language, and specific talent aptitudes. We will be focusing our efforts this year on Standards based ALP's, progress monitoring, and examining our programming and looking to see what else we can add to service our population. Recently we have added robotics teams at some schools and we are adding Junior Great Books to our elementary levels as a new option this coming year (2016-2017). We have also added the option of pull-out enrichment at the elementary levels using Socratic Seminar, Bloom's Project, and Jacob's Ladder as options to select from. The challenge with this is time, personnel resources, and funding. Although each building in our district may offer unique opportunities, the district team, which represents all buildings, meets every year to discuss and evaluate programming district wide as well as within their own buildings. What works for some buildings may not work for others which creates some uniqueness in each building. The team however, is aware of what is offered as students move



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from one level to the next, or perhaps transfer to a different elementary in the district. We only have one middle school and one high school. We have published menus on our district website that articulate programming options at each level to provide valuable information to staff and community about our programming.

Honors level courses are offered at the 9th grade level which translate into Pre-AP courses at the 10th grade level. This structure was implemented several years ago in an effort to prepare students for AP level course work once they become juniors and seniors. Some identified students have been accelerated in specific content areas however and are able to enroll in AP courses as early as the 10th grade year.

GT coaches, staff, parents, and the student are involved in the development of the ALP where programming is discussed and considered when developing the ALP goals. The GT coach will work closely with counselors, teachers, and admin to ensure the programming is matching what is outlined in the ALP. This will be evident through documentation during progress monitoring checks with the student.

ICAP is implemented at the middle school level and continues through 12th grade. Students begin the process of post-secondary options by taking interest inventories, completing research on chosen occupations, uploading documents supporting their portfolio, completing job shadowing requirements, and completing community service. In addition, all seniors are required to take senior seminar in order to graduate where they finalize their ICAP portfolio as well as complete financial aid documents, fill out job and college applications, fill out scholarship applications, complete community service, and come to a final determination of their path after high school. We also offer AP level courses, con-current enrollment options both on and off our campus with a partnership through Aims Community College, and certificate programs. We also have concurrent enrollment options through BYU using an online format.

Addressing underachievement in identified students certainly includes counseling sessions with school counselors, conferences with GT coaches, partnerships and close communication with parents and teachers, weekly check-in plans, planner checks, before and after school assistance in content with teachers and/or tutors, relearning opportunities, and goal setting.

We have done content acceleration on a consistent basis every year, particularly in math. This coming year as an example, we have ten 8th grade students coming to the high school 1st hour to take their math class and will be issued high school credit. Students at the high school level also have the option to test out of a class if they feel they have mastery and would like to accelerate to the next level. This has been done in math, science, and social studies. We do have students on occasion who have been accelerated an entire grade level although it does not happen nearly as often. This is usually done at the elementary level and sometimes, although rarely, at the middle school level.

#### **Targets for Improvement in this Area:**

1. Continue to explore and implement programming options for identified students, particularly in the areas of social studies, world language, and specific talent aptitudes.

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## Evaluation and Accountability Procedures

### **Narrative:**

Our UIP addendum follows state accreditation and includes a disaggregated data analysis of identified student performance by which district GT goals are set. The WeldRE5J School District is fully accredited and meets all requirements of CDE. The GT program follows all requirements and rules of the state.



Affective goals are address each year during the ALP process and documented as to whether the student achieved their goal. Affective goals are also addressed on the progress monitoring form the district will be using this school year (2016-17). All goals are written in a measurable manner so that evidence can be provided to determine whether or not the student actually met their goal. GT achievement and growth is disaggregated as requested by the state in UIP reporting. The district team has conducted surveys of stakeholders (parents, students, teachers and admin) to obtain feedback and determine areas of strength in addition to areas in need of improvement. The information gleaned from the surveys is reported to stakeholders in one of the following ways: email, given in hard copy at parent teacher conferences, given in hard copy during ALP meeting, or published on district website. Surveys are conducted in the spring every other school year and reported to stakeholders by the fall of the next school year. The district GT team presents to the school board during the fall when results are published. The content of this presentation includes an overview of the program, results of the survey and next steps for sustained program improvement.

**Targets for Improvement in this Area:**

1. Continue implementation of progress monitoring affective goals on the 3 year district implementation plan.

**Personnel**

**Narrative:**

Personnel responsible for coordination of programming of gifted students is outlined in our GT handbook which include:

**District Gifted and Talented Coordinator**

Name	Email	Phone Number
Terri Valencia	<a href="mailto:tvalencia@weldre5j.k12.co.us">tvalencia@weldre5j.k12.co.us</a>	587-6005

**District Level Support Specialist**

Name	Email	Phone Number
Donna Sperry	<a href="mailto:donna.sperry@weldre5j.k12.co.us">donna.sperry@weldre5j.k12.co.us</a>	TBD

**Gifted & Talented Building Level Contacts**

School	Members	Position	Email	Phone Number
Letford Elementary	Kerry Boren	Principal	<a href="mailto:kboren@weldre5j.k12.co.us">kboren@weldre5j.k12.co.us</a>	587-6153
	Amber Trumble	Coach	<a href="mailto:amber.trumble@weldre5j.k12.co.us">amber.trumble@weldre5j.k12.co.us</a>	587-6171
	Sara Willard	Coach	<a href="mailto:swillard@weldre5j.k12.co.us">swillard@weldre5j.k12.co.us</a>	587-6170
Milliken Elementary	Tucker Willard	Principal	<a href="mailto:tucker.willard@weldre5j.k12.co.us">tucker.willard@weldre5j.k12.co.us</a>	587-6204
	Laura Cole	Coach	<a href="mailto:lcoble@weldre5j.k12.co.us">lcoble@weldre5j.k12.co.us</a>	587-6220



Pioneer Ridge Elementary	Tami Kramer	Principal	<a href="mailto:tami.kramer@weldre5j.k12.co.us">tami.kramer@weldre5j.k12.co.us</a>	587-8101
	Becca Reid	Coach	<a href="mailto:breid@weldre5j.k12.co.us">breid@weldre5j.k12.co.us</a>	587-8132
	Tessa Noe	Coach	<a href="mailto:tessa.noe@weldre5j.k12.co.us">tessa.noe@weldre5j.k12.co.us</a>	587-8149
Milliken Middle School	Lisa McQueen	Assistant Principal	<a href="mailto:lmqueen@weldre5j.k12.co.us">lmqueen@weldre5j.k12.co.us</a>	587-6336
	Heidi McCarthy	Coach	<a href="mailto:heidi.mccarthy@weldre5j.k12.co.us">heidi.mccarthy@weldre5j.k12.co.us</a>	587-6314
	Jaimarie Nelson	Coach	<a href="mailto:jnelson@weldre5j.k12.co.us">jnelson@weldre5j.k12.co.us</a>	587-6355
Roosevelt High School	Terri Valencia	Assistant Principal/ Director/Coach	<a href="mailto:tvalencia@weldre5j.k12.co.us">tvalencia@weldre5j.k12.co.us</a>	587-6005
Knowledge Quest Academy	Linda Spreitzer	Principal	<a href="mailto:lspreitzer@weldre5j.k12.co.us">lspreitzer@weldre5j.k12.co.us</a>	587-5742 x104
	Amanda McCosh	Coach	<a href="mailto:amccosh@weldre5j.k12.co.us">amccosh@weldre5j.k12.co.us</a>	587-5742 x112

It is assumed that classroom teachers, administration, and school counselors work closely with GT personnel to service gifted students in terms of instruction, guidance and counseling.

The GT District Coordinator is responsible for management of the program plan and submitting all required documents to CDE. The Coordinator leads the district team by setting district level meetings, creating agendas for those meetings, attending state level director's meetings, implementing new requirements and rules into the district program, completing all state level reporting, executing professional development offered at the district and high school level, as well as managing the caseload at the high school level.

The district does have a gifted director who oversees the district program. The district team currently has 4 out of its 11 members endorsed in Gifted Education. The district recently applied and received funds from the qualified personnel grant.

Our district has easy access to the University of Northern Colorado to receive certification in Gifted Education. All of the personnel we have that have certification in Gifted Education have obtained it from UNC

Our district meets the federal requirements for highly qualified in the core academic areas 100%. We do not fund paraprofessionals with GT grant funds and they are not sole instructional providers. Every year as the district develops its professional development plan for the next school year, GT is considered in that plan. Over the last several years, GT personnel have conducted staff meetings, offered break-out sessions, and conducted instructional strategy meetings with instructors to keep GT students at the forefront of instructional conversations. The district GT team will also be presenting information about the GT program to the superintendent and school board in November of 2016 as a means to keep Gifted education

We are currently pushing district wide to get as many teachers trained in Depth and Complexity as possible to address solid differentiation in the classroom. We are offering phase 1 of Depth and



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Complexity on August 11th 2016 and have 15 district employees signed up to be trained. We are also implementing Depth and Complexity school wide at the high school level for the 2016-2017 school year. The middle school is also taking initial steps to provide Depth and Complexity training to its staff during the 2016-2017 school year as well.

**Targets for Improvement in this Area:**

1. Promote opportunities for more district personnel, especially those on the district team, to earn their endorsement or certification in gifted education.

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## Budget

**Narrative:**

An annual budget plan is submitted to the state that reflects state funding and contributing funds by the district.

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 on equipment, and technology.

Examples of use of funds this past year include:

- salaries for GT personnel serving GT students
- Depth and Complexity materials and stipend to our trainer of trainers who completed the training with CDE
- Purchase of Junior Great Books materials and professional development as an added programming option
- Purchase of materials for robotics clubs at different buildings that directly service GT students
- Purchase of laptop for high school robotics team
- Purchase of STEM lab materials that directly service GT students
- Purchase of Mindware materials for GT enrichment classes
- Field trips for GT seminar participants and GT enrichment classes

We do not contract with other AU's to establish and maintain gifted programming.

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## Reports

**Narrative:**

The Weld RE5J District does have a current annual plan through the UIP Gifted Addendum on file at CDE. Please reference this document as proof of compliance with this rule.

Through our UIP submission, evidence of compliance with the requirements of accreditation can be found. Within our UIP, we address student achievement by examining growth and achievement data as a whole, as well as by disaggregation of the data into sub groups (male, female, ethnicity, economically disadvantaged...). From our examination, we note disparities in our data and set district goals to address these disparities through instruction. For example, this past year, we noted a substantial disparity in achievement in our identified males in language arts at the middle school level. This became our focus for the 2016-2017 school year and an action plan was outlined as to how we would address this which includes:

- Examining the literature and curriculum being used at this level and perhaps adjusting by providing reading material more engaging to middle school level boys



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- Moving the one male teacher to teach 7th grade language arts in hopes of connecting with male students
  - Placing a direct focus on identified male students in language arts in terms of instruction, motivational techniques, progress monitoring and conferencing with this population on a consistent basis throughout the school year.
  - Implementing Depth and Complexity professional development for teachers at this level
  - Utilize 3 late starts to have the GT coach provide professional development on reading strategies for teachers to utilize in their classrooms that she learned at the reading conference she attended last year
  - Utilize GT enrichment class to focus on language arts within the elective class

The district also has all required budget reports on file with CDE. They are completed and submitted prior to the deadline each year.

The district submits all accurate records for the Data Pipeline annual reporting of gifted education including the number of identified student by: grade level, gender and ethnicity, free and reduced lunch, areas of giftedness and twice exceptionality. This is completed at the district administrative level. The GT director submits the district identification list each year to the administrative offices so that reporting can be done accurately and in a timely manner.

The current percentage of identified students district wide is 6%

Qualified personnel on the district team is 4 out 11 who hold their certification in gifted education. District wide there are 6 people who hold their certification in gifted education.

#### **Targets for Improvement in this Area:**

1. Promote opportunities for more district personnel, especially those on the district team, to earn their endorsement or certification in gifted education.

## Record Keeping

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### **Narrative:**

Financial records and accounting principles are completed and followed at the district level by the CFO, Becky Samborski. Audits occur periodically and our district has been in compliance.

Equipment purchased is logged and accounted for through the district office, generally through the tech department

ALP's are placed in the student's cumulative file in a blue folder specifically designated as their GT file. They are also flagged on IC as a student on an ALP plan and an electronic copy is housed on Alpine Achievement. GT coaches also have a secured cumulative record of each student's GT file in a notebook within their possession.

Records are secured in cumulative files in the main offices at each building or the counseling office. Coach's notebooks are stored in secured cabinets, filing cabinets, or desk drawers in their buildings. Any electronic files are password protected to ensure security

Record maintenance and retention follows student record keeping protocol within the district. Any records that are not part of a cumulative record but are no longer active within the district (ie: students have moved and no longer attend), are destroyed through a secured document shredding company utilized by the district.

## Procedures for Disagreements

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### **Narrative:**



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Procedures for Disagreement are outlined following the above recommendations: method to express, discussion in a timely manner, notice of decision, and opportunity to be heard. This protocol is outlined in our GT Handbook under Procedures for Disagreement and is readily available to all stakeholders by accessing the district website. The plan is as follows:

1. It is the intent of the Weld RE5J School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification and services should be brought first to the Gifted and Talented coach or counselor at your child's school. Students are encouraged to talk with the Gifted and Talented coach or counselor to address any questions, issues, or concerns. The Gifted and Talented coach and/or counselor will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians. New information and/or data may be introduced by the parents/guardians.
2. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented coach and/or counselor, they should then contact the building principal. Through collaboration with the student, parents/guardians, counselor, and Gifted and Talented coach, the principal will resolve the questions, issues, or concerns.
3. If the student or parents/guardians are not satisfied with the resolution at the building level, they may appeal in writing to the superintendent within 10 school days after receiving the building level response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final

## Monitoring

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### **Narrative:**

Our district complies with all state and federal laws regarding the program plan, identification, and service for gifted students; evident through our GT Handbook and all state submission done on an annual basis.

Goals and vision are addressed each year as outlined in the addendum and comprehensive plan via district team meetings held each year. These items are placed on each meeting agenda and discussed in terms of content of the addendum and comprehensive plan as well as the progress we are making towards the goals and vision. These plans are updated and submitted according to the guidelines given by CDE

The district monitors annual enrollment through identification lists that are updated and completed each year. Lists are shared with teaching staff and the district office to ensure 1. Teachers are informed of which students in their classrooms are formally identified, what their area of identification is, and instructions on accessing their ALP's through Alpine Achievement, and 2. The district office is reporting identified students correctly through the data pipeline with the formal October count. Performance reports are monitored through the data gathering process for the UIP addendum. A more formal progress monitoring protocol will be installed during the 2016-2017 school year in order to monitor performance more frequently, ensure progress checks towards ALP goals, and be in compliance with guidelines for effective ALP development and implementation.

We address any areas of non-compliance on the C-GER through discussion and action steps within our district team. Items of concern or non-compliance become agenda items for district meetings where discussion, action steps, and implementation are outlined and followed. From our last C-GER in 2012, the developing areas included identification, Programming, and Evaluation & Accountability. Within each of these areas, the district has implemented steps towards improvement which include:

Identification:



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- We completely re-vamped our identification procedures this past year to align with and comply with new guidance and rules from CDE. We have a clear pathways to the different areas of identification along with the body of evidence needed for each area
  - We have compiled our identification procedures into a comprehensive handbook in both English and Spanish which is transparent and available to all stakeholders on our district website
  - We have added a new assessment (NWEA) to our bank of evidence gathering assessments
  - We are still working on procedures for identifying and serving gifted primary students...so far we only have an informal "watch list/referral" process where primary grade teachers inform GT coaches of students exhibiting gifted characteristics. In some cases teachers will document evidence of what they are observing in the classroom.

#### Programming

- We have added several programming components in the last 4 years that directly serve GT students which include:
  1. GT enrichment class at the middle school level where students engage in learning about themselves, their needs, their goals, as well as engage in passion projects
  2. Junior Great Books at the elementary levels
  3. Robotics at all levels
  4. STEM program at the high school level
  5. Concurrent enrollment certificate programs in criminal justice, fire science, and EMT
  6. Above grade level online learning opportunities at the middle school and high school level
- In addition to adding program elements, the district has also implemented or is beginning to implement the following:
  1. Standards Based ALP's that targets and increases rigor in the student's strength area - beginning 2016-17
  2. Progress monitoring of ALP goals - beginning 2016-17
  3. Depth and Complexity training - beginning 2016-2017
  4. Cluster grouping and/or Cross-Grade grouping in some schools and some content areas - implemented & ongoing
  5. Pre-testing and designing rigorous extensions if mastery is demonstrated on pre-test - implemented & ongoing
  6. Support for under-achieving, at-risk, and/or behavioral challenges through GT enrichment class, GT coach support, counseling support - implemented & ongoing

#### Evaluation & Accountability

- This year (2016-2017) will be the first year in an extended period of time that the district will send out surveys to stakeholders to obtain input and feedback about gifted education in the district. For this first year, surveys will be sent out in the fall and again in the spring to give baseline data as well as a measurement of growth for the first year

- We will also be installing a progress monitoring tool to evaluate performance of ALP goals and overall performance of each identified student.

We have addressed and improved upon the majority of "next steps" from our last C-GER. Practices that have changed over the last 4 years include a change of leadership at the Director's level, more administrative involvement at the school level, more direct ownership in data and achievement for the caseload in each building by the GT coaches, consensus about identification procedure, updated and more comprehensive district documents posted on district website, more professional development for teachers in instructional strategies and approaches, and more communication with parents via email. The district team is prepared to participate in the CGER review scheduled for January 2017.