



Administrative Unit

Administrative Unit name: Summit School District RE-1 - 59010	Region: Northwest	
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Name of Superintendent: Kerry Buhler

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

- Our school district website contains a gifted section with information about gifted characteristics and the referral process
- Gifted coaches present information to District Accountability Committee, the Board of Education, and to El Grupo, which is for Spanish-speaking parents. Gifted coaches attend community gifted advocacy meetings.
- Student progress on ALP goals is reported on quarterly report cards. Gifted coaches email parents at least once per month with general or individual student information.
- Programming options are constantly being researched and implemented to meet each student's needs. We offer in-class differentiation, independent study, online classes, acceleration, cluster grouping, affective guidance, and any accommodations a student might need.
- Concurrent enrollment is available from 5th to 12th grade. Information is announced to all parents through emails and school newsletters.
- Parent input is solicited by email in ICAP creation and used for college and career planning
- All school emails and classroom newsletters are translated into Spanish, the most common language spoken by parents after English.
- Parents and families are welcomed and strongly encouraged to participate in the school community. Each school has several whole-school events each year, such as open house, fun runs,



exhibition, personal projects, speech tournaments, sporting events, talent shows, and assemblies. Parents are also encouraged to volunteer in their child's classroom.

Target: Update our gifted website and gifted handbook with information the CGER process reveals is needed. For example, we need a written procedure about gifted identification disputes.

Definition of “Gifted Student”

Gifted students are those persons ages four through twenty-one, whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs, both in academic and social/emotional realms. Gifted students have abilities and/or talents that lie well outside the norms of the typical learner and, therefore, require significant modifications to the pacing, depth and complexity of curriculum and instruction. (Colorado Department of Education) **It is important to note that a broad continuum exists within the range of gifted learners, from mild to profound. Also, most students exhibit giftedness within one or perhaps two strength areas, and very few students require gifted programming across all subject areas. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following: • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership and human relations abilities • Visual arts, performing arts, spatial or musical abilities Gifted children and youth come from all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities simultaneously.

No target for improvement needed.

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

- Gifted screening test (NNAT) in 2nd and 5th grade; results discussed with MTSS team. All students scoring 85th percentile and up and students that teachers or parents refer are given KBIT2. Additionally, NWEA is used for math and reading achievement scores. PARCC and CMASS scores are also considered.
- The NNAT screener is meant to help identify language learners and twice exceptional students. Additionally, gifted coaches meet with ELA specialists to review ACCESS data and gather anecdotal information about language learners.
- Students may be referred for gifted screening by teachers, parents, and community members, such as coaches.
- Although we have no written 30-day policy from referral to decision, it is in rule from CDE and it is our practice.
- We use checklists, portfolios, competition results, and expert opinion to identify leadership and the arts. We use the Torrance tests of creativity to assess creative or productive thinking.
- We follow the most recent portability rules as directed by CDE: at least 3 pieces of evidence from at least 2 different types of assessments.
- Most of our gifted coaches are endorsed as gifted specialists by CDE. Gifted coaches meet with MTSS teams and with each other to determine eligibility for gifted identification.
- Determination letters are sent by email to communicate if a student has been identified gifted or not.



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- An initial email with introductory information is sent to the family of a newly identified student. Emails are also sent regarding the ALP writing process and requesting input from parents.
 - We use the 95th percentile as identifying criteria for all normed assessments.
 - No single assessment can prevent a student from being identified gifted. We continue to gather a body of evidence.
 - Body of evidence and ALP's are transferred to a new district when records are requested.
 - Gifted coaches will contact a student's previous school if the body of evidence is not evident. Re-evaluation is requested if a body of evidence is not available.
 - New students who were identified gifted at their previous school district are reviewed by the gifted coach within 45 days and parent communication is within 60 days. Usually, the time frame for review is about 10 days and parent communication is within 15 days.
- Target: With the implementation of the gifted screener in 5th grade in 2016, we hope to expand the identification of underserved populations.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP content includes:

- student demographics
- assessment information
- ALP contact personnel
- state gifted classification
- summary of identification body of evidence
- information about student strengths and interests
- SMART goals related to student strengths and interests
- standards related to SMART goals
- content/strategies/interventions planning to support goal attainment
- academic and affective goals
- quarterly progress updates
- scheduled review date
- parent, teacher, student, and principal signatures

ALP's are shared by email and at fall parent teacher conferences. Teachers and gifted coaches confer with students at least once per month to plan, review, and evaluate progress of ALP goals. ALP's are filed in student cumulative files at each school.

5/30/17 update:

Input for affective needs are solicited from parent, student, and teachers to create an affective goal guided by NAGC affective standards. Affective goals are monitored at least quarterly through discussions with teacher and students and reported to parents.

Target: With the professional development provided by CDE on standards based ALP goals, we are better aligning student ALP goals with standards and student interests and strengths.

ALP planning begins at the end of the school year, when a student reflects on their current ALP goals and suggests ideas for next year. At the beginning of the school year, the gifted coach meets with the classroom teacher, the student, and the student's parents (or sends an email to the parents), to review student strengths and interests and to help align them with grade-level content and instructional units. Goals are written collaboratively by the classroom teacher and the gifted coach at the elementary level, and by the student and gifted coach at the secondary level. Progress monitoring occurs quarterly and ALP's are updated and communicated to parents at parent conferences or by email.



Target: Quarterly progress monitoring was just implemented for the 2016-17 school year. We are increasing the frequency of progress monitoring.

Programming

Gifted education programming includes a range and variety of options to address student needs. Programming is adaptable to the resources within our district and may be delivered within the student's regular classroom and/or in special groups. Programming is linked to identified student strengths, with options and strategies matched to the identified academic and affective needs of students. Balanced programming includes the four components below in order to provide for the needs of gifted students:

- Structure (where and when programming is provided)
- Differentiated Curriculum and Instruction (how programming is provided)
- Affective Guidance/College Planning (what student support is provided)
- Content Options (what programming is provided)

Programming ultimately seeks development of the whole child so that gifted students become successful adults demonstrating self-esteem, self-efficacy, and creative productivity.

Therefore, learner outcomes in three main areas serve as the program focus for all identified students. It is our intention that gifted students will:

- Perform at advanced and distinguished levels in their strength areas;
- Acquire autonomous learning skills in order to become independent, lifelong learners;
- Develop creative problem solving, questioning, and presentation skills which can be applied to solving authentic problems in any realm.

Previous year ALP is reviewed by new teacher in development of new ALP goals. Gifted coaches meet with other gifted coaches to review the needs of students transitioning to a new school.

5/30/17 update:

All grade levels have access to differentiated instruction supported by gifted instructional coach.

Grades K-5 practice gifted cluster grouping.

Grades 5-12 have access to Edgenuity, an online program that offers accelerated coursework.

Grades 6-12 students are able to opt-in to higher-level courses based on a body of evidence demonstrating readiness.

High School offers AP, concurrent enrollment at the local college, and the IB Diploma Program.

CDE endorsed Gifted specialists are in every building K-12. Their job is to support all classroom teachers in providing differentiated instruction and social emotional support.

Social emotional support is also supported by regular group meetings facilitated by the gifted specialist. At the elementary level this is called "lunch bunch". At the middle school there is a monthly gifted meeting. At the high school, there is a Reach class offered each quarter.

GT students' areas of strength are identified through achievement tests and student interest surveys. ALP goals are written to support the strength area and supported through the various programming options listed above.

Transition meetings are held between teachers and gifted coaches at all grade levels. These meetings are held at the end and beginning of each school year.

Pre-collegiate and pre-advanced placement support are provided through gifted coaches and school counselors who may help families navigate the coursework available and coach students who might need organizational or goal-setting support.

ALP's are developed through collaboration between the gifted coach, student, teachers, and parents. Planning for ALP's begins the previous school year and is written by December 30 of the new school



year. Collaboration between all stakeholders may occur through emails, phone calls, or face-to-face meetings.

Post-secondary options include concurrent enrollment, job internships, and job shadowing.

Target: Gifted coaches are working with classroom teachers to improve differentiation strategies.

Evaluation and Accountability Procedures

We disaggregate our data in Alpine and evaluated growth and achievement with PARCC, CMAS, and NWEA scores. UIP Addendum goal setting is aligned to the data analysis we performed.

5/31/17 update:

Affective goals are developed through collaboration between the parent, teacher, student, and gifted coach, using NAGC standards to guide the goal.

Recent parent and student district-wide surveys indicated that affective goals could be monitored more closely in order to improve school engagement.

Surveys were administered to parents and students in 2017. The feedback was valuable in informing the improvement of our programming and practices. We will expand our surveys to include teachers in 2018.

A Board of Education member and a member of SAGE (community advocacy group) attends gifted coaches meetings and disseminates information to both groups. Additionally, gifted presentations are made to DAAC and BOE annually.

Target: We have recently developed tools to help create and monitor measurable affective goals.

Personnel

- Gifted students' instruction is provided by classroom teachers, all of whom are highly qualified by CDE standards
- Most of our gifted coaches are endorsed as gifted specialists by CDE and provide counseling and coordination of programming for gifted students
- Dr. Cathy Beck, Assistant Superintendent, is responsible for the management of the program plan and gifted education professional development
- Additionally, 2.7 FTE gifted coaches serve our 6 elementary, 1 middle, and 1 high school. These are the only personnel funded with gifted funds.
- All school district personnel have access to professional development in gifted education through online university classes, CDE professional development, and professional study teams within the district.

Target: Gifted coaches are creating an online module for classroom teachers to help them better serve the needs of gifted students.

Budget

- An annual budget plan is submitted to the state which reflects state funding and AU contributing funds



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- State funds are used to support salaries for endorsed staff that primarily serve gifted students, professional development for gifted education, and materials to support gifted programming
No target needed

Reports

- We have a current UIP gifted addendum on file with CDE
 - We comply with the requirements of accreditation
 - Our budget proposal is on file with CDE
 - Data Pipeline records for our gifted student population are current and accurate
 - 10% of our student population is identified gifted
 - 3 of our 5 gifted coaches have a gifted specialist endorsement from CDE
- No target needed.

Record Keeping

- Financial records are kept in accordance with principles of governmental accounting and we are audited annually
 - No equipment is purchased with gifted funds
 - ALP documents are always filed in students' cumulative records
 - Electronic ALP's are stored in Alpine Achievement, which follows FERPA regulations to protect student privacy
 - Gifted students' records and ALP's are stored at the student's school and on Alpine Achievement. After a student has left the district, records are retained in Alpine Achievement.
- No target needed.

Procedures for Disagreements

5/31/17 update:

Procedures for disagreement regarding gifted identification and early access were written March 2017.

Parents may appeal the gifted identification determination by submitting an appeal in writing. If the parent chooses, they may obtain additional testing information at their own expense. CDE's guidelines are very clear about gifted identification requirements. If the data meets the requirements, the school district will reverse its decision. If the data does not support gifted identification, a meeting will be held between the parents/guardians, assistant superintendent, gifted coach, and school principal. A decision will be rendered within 14 days of meeting with the parents.

Monitoring

5/17/31 update:

We just completed a CGER visit. The report will drive our future program planning to ensure compliance with all state and federal laws.



The next comprehensive plan review will occur in 2018.

We will continue to work with our GERC to meet the reporting requirements of the state.

Target: Create a calendar to assure required documents are submitted on time.