



Administrative Unit

Administrative Unit name: El Paso 3, Widefield - 21030	Region: Pikes Peak	
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Name of Superintendent: Scott Campbell

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

Widefield School District 3 communicates with parents through a variety of means:

- Gifted and Talented Parent Handbook - The handbook is posted on our district website and is also available in each of our school buildings.
- Gifted and Talented Brochures - Brochures unique to each of our schools outlining identification process, available programs, parent resources, and characteristics of gifted children are available at the front offices of our elementary schools.
- District-wide Gifted and Talented Parent Information Night is held annually for parents of gifted and talented students.
- Individual schools hold their own GT nights to inform parents of specific programs unique to their buildings and provide education on giftedness and parenting gifted students.
- At the elementary level, GT teachers/coaches and classroom teachers meet with parents at Parent/Teacher conferences to create/revise Advanced Learning Plans and develop goals for students. Progress towards these goals is monitored and reviewed two to three times a year and progress is noted in Advanced Learning Plans.
- At the secondary level, GT Liaisons meet with identified students to create/revise Advanced Learning Plans and develop goals for the school year. At the junior high level, parents are included in these meetings. Progress towards these goals is monitored and reviewed in January and then again at the end of the year. Students are part of this process. Parents are informed through phone calls, meetings, and letters throughout this process.



- At the elementary level the GT teacher works with students in their area(s) of strength providing them with programming that will develop these strengths further. Classroom teachers also differentiate to meet the needs of all of their students including their GT students. All GT teachers have been trained in Depth and Complexity which is used to promote critical thinking and problem solving. Beginning in the 6th grade students are put on ICAPS. Career aptitudes are done at this time. ICAPS are tracked through Naviance. Through these they are provided information and opportunities to explore post-secondary options. Students' interests along with graduation requirements are tracked throughout their secondary education. Students take career inventories and are provided a graduation plan. Parents are involved in this process through collaboration and communication around students' selected courses and interests. Parents are invited to strategic informational evenings throughout the school year regarding honors, AP, concurrent enrollment, and post-secondary options. Parents have the final approval on whether a student will engage in concurrent enrollment. College readiness nights are held for parents and upper classmen. Counselors work with students to match their strengths to available programming options: honors classes, AP classes and other programs such as PLTW.
 - A Gifted and Talented Parent Advisory Committee is being formed during the 2016-2017 school year to provide input and to help evaluate our district program.
 - College and Career planning starts at the elementary level, educating these students about the many opportunities that they can choose from. This education continues at the secondary level. College Nights are held at the secondary level to inform parents of opportunities for their students. ICAPs are developed beginning at sixth grade where counselors and teachers plan with students their educational paths that will allow them college and career opportunities. Part of this is a career survey and career awareness.
 - Communication in primary languages is available when needed.
- Target: The AU will update its district website to include ECEA Rules for Gifted Education in identification and programming.

Definition of “Gifted Student”

The definition below is the basis for the implementation of the gifted and talented program in Widefield School District 3. The district will provide special programming to support students whose abilities, talents and potential for accomplishment are exceptional whenever such programming is possible. When programming is not possible, but the student has outside means to support their advanced abilities or talents the school or district may support the student in ways such as, releasing student for competitions or practice sessions if deemed appropriate.

Definition of Gifted Student:

"Gifted children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special education services.

Gifted children represent all cultural, ethnic, linguistic and socio-economic 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
- Creative Ability



- Leadership Ability
- Specific Talent Aptitude

Target: The AU will continue to educate staff, students, and parents on characteristics and needs of gifted students through in-district professional development, out of district trainings and workshops, and parent nights.

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

District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas. Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. They may receive intervention services and support as available, but will not be formally identified unless a sufficient body of evidence is established. Decisions around identification should be based on the body of evidence using sound reasoning and data interpretation with a team approach. A Review Team is established at each of the schools. This team looks at the Body of Evidence to make a determination if a student qualifies. If there is not enough evidence to qualify a student, the team can decide if the student is a candidate for the Talent Pool. During the universal screening, the review team looks at students scoring between 90th-94th percentile on CogAT along with other data as candidates for a talent pool designation.

STUDENT SEARCH - Screening Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. Universal screening is done annually for all second and seventh grade students. All second grade students and seventh grade students take CogAT. Second grade students take CogAT in the spring and seventh grade students take the assessment in the fall. This process along with nominations yields a list of nominees, from which GT teachers/GT liaisons will begin the "gathering body of evidence" process. At the beginning of the 2016-2017 school year, Widefield School District has a process for identifying students in the areas of General or Specific Cognitive Ability, Specific Academic Aptitude, and Talent Aptitude in Music. During the 16-17 and 17-18 school years, we will continue to develop identification processes for Visual Arts, Performing Arts, Dance, Psychomotor, Creative Ability and Leadership Ability.

NOMINATION/REFERRAL Parents, teachers, and counselors may submit names of students they view as potentially gifted or talented at any time. Our goal is for parents and teachers to have opportunities to nominate students for GT services if they see the need. When a teacher, parent, or counselor nominates a student, they are then asked to complete a referral form. This form will then initiate the "gathering body of evidence" process. The referral form becomes one piece of the body of evidence. A determination shall be made within 30 days after a referral is made.

COLLECT BODY OF EVIDENCE The next stage in the identification process is to secure additional information that will aid in determining the student's talents or giftedness and his or her programming needs. Appropriate data must be gathered and the Student Profile form completed. All information collected is confidential and will be placed on the Advanced Learning Plan.

REVIEW BODY OF EVIDENCE A student's body of evidence will be reviewed by the school's Review Team which will consist of a minimum of three people which may include, GT teacher, counselor and/or administrator, classroom teacher (past or present). Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an ongoing process, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates



exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

IDENTIFICATION PROCESS If students meet the district criteria according to the review team, parents will be notified and an Advanced Learning Plan will be developed. The review team may also decide that a student does not qualify, or that enough information is not available to make formal identification. In the latter case, the student may be placed on a "Talent Pool" list and reviewed again as more information becomes available. The GT teacher or counselor will send a letter home to the parents communicating the results of the identification process.

District criteria for identification is as follows:

- **Specific Academic Aptitude** - Score of 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures (criterion or norm-referenced achievement test/norm-referenced observation scale/performance evaluation) **OR** student does not score 95th percentile or above on a cognitive test but a review team may determine a comprehensive body of evidence that demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification should include at least three or more measures from two of these three areas: Criterion or norm-referenced achievement test/norm-referenced observation scale/performance evaluation.
- **General Intellectual Ability** - Score of 95th percentile or above on one or more batteries of a cognitive test. The team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**. When only cognitive ability assessment data meet criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. (Note: Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional achievement data.)
- **Specific Talent Aptitude** - Top ranking/advanced or distinguished on Performance evaluation and 95th percentile on norm-referenced observation scale and 95th percentile or above/advanced on Criterion or norm referenced test. (Note - If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale.) (NOTE - Widefield School District is working with other AUs in the Pikes Peak region to identify students with specific talent aptitude. Based on the criteria for gifted identification in the talent areas as defined in Exceptional Children's Education Act (ECEA), a performance adjudicated by experts in the field provide qualifying evidence for a potential gifted determination. The first Talent Identification for Pikes Peak (TIPP) assessment day was held in April, 2017.)

PORTABILITY means that a student's identification in one or more areas of giftedness transfers to any district in the state. Although portability is required, districts have the autonomy to select the specific instruments and procedures that will be utilized for gifted identification. These assessment tools may vary across districts but the criteria do not vary. Widefield School District implements the statewide identification procedures to ensure portability. If Widefield School District determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply. It is then the district's responsibility to consult with the former district, parents, and students to re-evaluate the identification determination.

When a student moves into the district, there will be a review of the new student's ALP within 45 days of enrollment and communication of revisions and additions, including a review of goals. If the body of evidence from the former district is incomplete, the district will consult with the former district, parents, and student for reevaluation. Results of the review will be communicated with parents within 60 days identifying how the district can/will support the student. The ALP will be revised to reflect the support the student will receive and new goals will be set if needed. When an



identified student who is on an ALP transfers out of the district, his/her ALP and Student Profile (Body of Evidence) will be sent with other student records to the new school.

Target: The AU will continue to work on an identification process, including body of evidence that can be used, in order to identify students in areas of giftedness that we don't currently have a process for. (i.e. Visual Arts, Performing Arts, Dance, Psychomotor, Creative Ability, Leadership Ability)

Advanced Learning Plan Content, Procedures and Responsibilities

Advanced Learning Plans (ALPs) written and stored in Alpine Achievement include all information required by the Colorado Department of Education. Information includes: Student name, Student's ID number, DOB, Grade level, School and District, Twice-exceptional designation (IEP or 504) or other educational plans (ELL, READ), date of development, evidence of parent input in ALP development, initial referral and identification date, area of giftedness, current performance data, student interests and participation, both annual achievement and affective goals, programming, and goal attainment. A student profile form is also put in student's cumulative file when identification is made which shows multiple sources and types of quantitative and qualitative data (body of evidence), date of determination letter sent to parents.

Targets: 1) The AU will continue to train staff on development of ALPs, standards-based goal writing, and monitor ALP development at all levels. 2) The AU will also implement an annual evaluation of ALP goals to ensure goals are rigorous and are driving student instruction and programming.

The State of Colorado mandated that all identified gifted students shall have an Advanced Learning Plan (ALP). These plans are reviewed and updated annually. Each newly identified gifted and talented student in Widefield School District 3 will have a plan written. Plans are developed in conjunction with school personnel, the student, and the parent when possible. GT coaches, GT liaisons, and administrators are trained in the development of ALPs and writing standards-based goals during the 2015-2016 school year. Classroom teachers along with the aforementioned staff members work together and along with students to create standards-based and affective goals and review these goals throughout the school year to monitor progress.

- ALPs are written within 45 school days of a new identification, or within the first quarter of school for returning GT students. All seventh grade students take CogAT during their fall semester. Plans will be written for students identified after these results are received and the Review Team meets to determine identification. This should be done within 45 days of receiving results.
- Plans are developed and reviewed periodically throughout the year.
- Annual goals are created with the student and include both standards-aligned achievement goals developed for student's area of strength and affective goals that reflect development of personal, social, communication, leadership, or cultural competency. Goals are aligned with tiered classroom instruction and supplemental or intensive programming. A description of specific strategies, activities, programs, supplemental curriculum and/or extended opportunities that will support the achievement of goals should be identified and listed in the ALP. This will help with the transition to the next level.
- ALPs are written for the purpose of providing information about the gifted student to all teachers providing instruction to the student. The information should help guide the instruction and programming, create and monitor progress of goals, identify student's strengths and interests, and help with the transition when student moves to the next level by giving guidance in selection of classes or programs. When ALPs are created, planning for post-secondary readiness should be considered. The planning should help with the educational pathway the student takes.
- Students are a part of the goal setting and goal review process. At the secondary level, students should lead goal setting and review meetings.



- Advanced Learning Plans are written and stored in Alpine Achievement. Copies are available to appropriate school personnel electronically and are also printed and placed in the student's cumulative file when parents withdraw a student. Parents will provide input into the development of the ALPs. Parents receive a copy of the plan during parent conferences/meetings or copies are sent home when parents are not available for conferences.

Targets: 1) The AU will continue to work on involving all stakeholders (parents, staff members, and students) in the ALP goal-setting process. 2) The AU will also implement an annual evaluation of ALP goals to ensure goals are rigorous and are driving student instruction and programming.

Programming

Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming may include advanced and/or interdisciplinary classes, differentiated instructional techniques, project-based learning, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, and affective (counseling) support services. Additional opportunities are available to gifted and talented students in order to increase problem solving skills, deductive reasoning, and critical thinking through programs or activities such as, PLTW, Coding, Cyber Security, Robotics Club, Science With A Twist Challenge, Chess Club, AVID, Knowledge Bowl, Geography Bee, Honor Choir, Honor Band, Honor Orchestra, Solo Ensemble, National Honor Society, and Speech Competition. Pre-collegiate and pre-advanced placement support is done through the counseling center. Mock exams and feedback sessions are provided to prepare students for their final AP exams. Instructors provide on-going support throughout the year through tutoring, study sessions, and mock exams to ensure success. Concurrent enrollment and dual credit are available for students at the high school level. Staff, parent, and students all share responsibility for encouraging and supporting the student's continued growth in his/her identified strength areas.

Widefield School District 3 will continue to develop processes for identifying students in all areas of giftedness. As we identify students in more areas of giftedness, we will continue to work towards providing more opportunities for students in each of these areas.

Currently there is no formal process for helping underachieving gifted students. However, there is an informal process involving counselors and teachers to help gifted students to meet their goals and achieve. Both counselors and teachers meet with students at the secondary level to monitor progress towards their goals. GT teachers along with classroom teachers monitor student progress at the elementary level. Parent-student meetings are held when necessary to problem solve when elementary students are underachieving.

Target: The AU will look at available programming for students in the talent areas of creativity, leadership, visual and performing arts and continue developing programs in these areas.

Evaluation and Accountability Procedures

A Parent Advisory Committee is being formed to provide input about the District Gifted and Talented Program as well as evaluate its effectiveness. Part of the evaluation process will be through parent, student, and staff surveys. Feedback from these surveys will be shared with stakeholders in order to improve the GT program. Surveys will be given every other year. Survey feedback and input from the Parent Advisory Committee will serve as the self-evaluation of the gifted program in the district and be used when considering changes and next steps to the program.



Growth of gifted and talented students is monitored through disaggregated achievement and growth data on state assessments. Goals for gifted and talented students are developed as part of the Unified Improvement Plan and progress towards these goals is monitored. Action steps are created in the plan to support these goals and ensure instruction is rigorous enough to promote growth and achievement in gifted students. Local level data is used as interim measures and is also monitored. Local assessments include common assessments, the STAR assessment, and curriculum based measures. Professional development is continuously provided for teachers and administrators in order to support these goals and action steps.

Affective growth will be monitored in the parent, student and staff surveys to ensure continual development. Results from surveys will be analyzed to determine growth and success.

Target: The AU will continue to work on ways to measure affective growth. Although affective goals are created for students on ALPs, measuring growth towards these goals is often difficult.

Personnel

Widefield School District 3 will provide instruction to gifted students through highly qualified teachers and counselors in their assigned area. Counselors working with gifted students provide support through the ALPs, ICAPS. They also provide social/emotional counseling and college and career readiness. GT instructional coaches in the elementary and some of the secondary GT liaisons have been trained in the characteristics of giftedness, the state identification process, ALP development, standards-based goal writing, depth and knowledge instruction, data analysis, and differentiation. GT instructional coaches also assist in embedded professional development at the building and district level to build knowledge of gifted students and their needs with all staff. Educational assistants are not primary instructors of gifted students.

Currently, all staff is required to be highly qualified in their content area as defined by the Colorado Department of Education. One of our GT teachers is licensed in gifted education but not all of them and this is not a specific requirement at the district level. We will continue to work to build capacity in this area encouraging staff to pursue the gifted education endorsement.

At the secondary level, at least one counselor at each of our schools acts as a GT Liaison. They are responsible for gathering data for identification of gifted and talented students, developing ALPs with parents, teachers, and students, monitoring updates to ALPs, providing support to GT students around affective goals, selection of coursework, career readiness and other opportunities that will promote growth commensurate to their ability in their strength areas, and to perform at advanced and distinguished levels.

Assistant Superintendent of Instructional Leadership is responsible for the management of the program plan. This person holds a masters degree in administration and has a gifted endorsement from the State of Nebraska. A GT teacher at the elementary also holds a gifted endorsement.

Widefield School District supports teachers who want to earn their gifted endorsement. UCCS has a gifted degree program that provides a cohort for teachers wanting to earn a higher degree in gifted education. This program is encouraged for teachers in the district working with gifted students.

One of the assistant principals also serves as the GT Coordinator. She is also responsible for the management of the program plan. This person holds a Masters of Arts in Education degree.

Elementary GT coaches meet monthly with the GT coordinator to share advanced curricular strategies, plan instruction, and discuss other key topics related to gifted education.

GT coaches have the opportunity to attend the state gifted conference and regional network trainings during the year. Those attending these trainings provide professional development to colleagues at their schools.

Target: Widefield School District 3 will support improvement to the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling of gifted students by developing courses in each of these areas. We had two teachers



trained as trainers for Depth and Complexity and they will offer Professional Development for classroom teachers beginning in the 2016-2017 school year.

Budget

Although our funding sources are limited, state funding in addition to the AU's budget is used to support a half-time GT teacher/coach in each elementary school. Funding through the Gifted Education Screening and Qualified Personnel Grant is used to support universal screening for all second and seventh graders in the district.

The AU provides funding for all supplies/materials, technology, competitions, professional development, assessment needs, and secondary class options. Each school has a GT line item in their budget to support the program in their school.

Stakeholder input is obtained through building accountability committees (BAAC) as each building has different needs within their population. Additionally, DAAC and the GT Parent Advisory Committee will be informed and provide input.

Targets: 1) Classroom teachers will have more opportunities for professional development around characteristics of gifted students, differentiation, and higher order thinking strategies. 2) The AU will consider the benefits of applying for the Qualified Personnel Grant which would allow the hiring of a half-time person to coordinate gifted programming.

Reports

The AU provides an annual plan through the Unified Improvement Plan Gifted Addendum which is developed with stakeholders input. The plan reflects on previous year's achievement targets, disaggregate data around achievement and growth, and data analysis. The plan also sets new targets, interim measures to monitor progress towards those targets, and an action plan that outlines steps that will be implemented in order to achieve the targets. The AU has a budget proposal on file with CDE and submits an accurate record through the Data Pipeline annual reporting of GT including identified students by grade level, gender, ethnicity, FRL, area(s) of giftedness, and percent of students in AU identified.

Target: Continue to use state and district data to monitor GT student growth.

Record Keeping

Records will be maintained for gifted education as they are for all programs receiving state funding. Financial records; copies of the plan and submitted budgets will be maintained for five years and then destroyed. All equipment is purchased through AU funds. ALP documents are part of the student's cumulative record. Identifiable records of students referred, assessed, evaluated, and/or served through programming are held to be confidential and protected in accordance with applicable federal and state laws and regulations. Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the districts's ongoing system of student record keeping.

Target: Continue to monitor the record keeping process to ensure required paperwork is aligned with federal and state laws and regulations.

Procedures for Disagreements



The identification process is clearly outlined in the Gifted and Talented Parent Handbook. The GT coaches/teachers at the elementary level and the GT liaisons at the secondary level will notify parents of the results based on a "body of evidence".

The first level of appeal will take place at the building level with the GT coach/liaison and Principal/designee. Parents will have the opportunity to review data and work collaboratively with the school for resolution. This collaboration should take place in a timely manner.

Parents with additional concerns may appeal to the program coordinator. Final decision will be made collaboratively by the building review team and the program coordinator. The program coordinator will communicate decision to the parent within 30 days from the time it was received by the coordinator.

Target: Widefield School District 3 will maintain the procedures for disagreements between parents and staff regarding identification and programming. The advisory committee will be formed during the 2016-2017 school year and will provide input into the process.

Monitoring

The administrative unit complies with all applicable state and federal laws and regulations regarding the program plan and the identification and special educational services for gifted services.

Widefield School District is working with other AUs in the Pikes Peak region to identify students with specific talent aptitude. Based on the criteria for gifted identification in the talent areas as defined in Exceptional Children's Education Act (ECEA), a performance adjudicated by experts in the field provide qualifying evidence for a potential gifted determination. The first Talent Identification for Pikes Peak (TIPP) assessment day was held in April, 2017. Processes for identification in other areas of giftedness are in place in the district.

The program plan and the GT annual plan that is part of the UIP will be monitored by the AU as well as the Parent Advisory Committee. (This committee will be developed during the 2016-2017 school year.) The AU participated in the Colorado Gifted Education Review during the 2015-2016 school year. The district is working towards next steps recommended by the review committee.

Target: The AU will continue to work on next steps identified in the C-GER review.