

**Colorado Department of Education (CDE)  
 Gifted Education Program Plan  
 2008 – 2012**

<b>Administrative Unit's Name:</b> Aurora Public Schools Adams/Arapahoe 28J		<b>Region:</b> Denver/Metro
<b>Name of Gifted Education Director/ Coordinator</b> Karla Groth		
<b>Director's e-mail:</b> kjgroth@aps.k12.co.us		
<b>Director's Address:</b> 15701 E. 1 <sup>st</sup> Avenue, Suite 217		<b>City:</b> Aurora, CO  <b>Zip</b> 80011
<b>Director's phone number:</b> 303.340.0864		<b>Fax:</b> 303.326.1283
<b>Name of Superintendent/BOCES Director:</b> Mr. John L. Barry		
<b>Superintendent's Signature</b>  <b>Date:</b> _____		

**The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.**



**Section I: State Performance Plan (SPP)**

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN  
 For Information, Guidance and Technical Assistance**

**Goal Area I: Student Achievement - Targets**

*Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.*

**Indicator 1:** 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

**Goal Area I: Student Achievement – Record Keeping**

*Gifted students will have advanced learning plans that guide instructional and affective programming.*

**Indicator 2:** 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

**Goal Area I: Student Achievement – Assessment Tools**

*For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.*

**Indicator 3:** 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

**Goal Area II: School Capacity – Training and Programming**

*Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.*

**Indicator 4:** 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

**Goal Area II: School Capacity – Personnel**

*Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.*

*12.02 (1)(f)(i)*

**Indicator 5:** *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

*12.02(1)(f)(i)*

**Indicator 6:** *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

*Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.*

*Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

**Goal Area II: School Capacity – Professional Development**

*Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.*

**Indicator 7:** 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

**Goal Area III: Representation in the Gifted Population**

*Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.*

**Indicator 8:** 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

**Goal Area III: Representation in the Gifted Population – Categories**

*A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.*

**Indicator 9:** CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

**Goal Area III: Representation in the Gifted Population – Cohort Identification**

*CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.*

**Indicator 10:** The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

**Goal Area IV: Partnerships – Parents**

*Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.*

**Indicator 11:** 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

**Goal Area IV: Partnerships – Higher Education**

*Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.*

**Indicator 12:** 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

**Goal Area V: Unique Populations – Early Childhood**

*Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)*

**Indicator 13:** 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

**Goal Area V: Unique Populations – Support Structures**

*Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.*

**Indicator 14:** 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

**Goal Area VI: Supervision and Monitoring**

*Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).*

**Indicator 15:** Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

**Indicator 16:** 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

**Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP)** is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

**Goal Area VI: Administrative Unit's CIMP Targets**

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

**Indicator 17A:**

**Indicator 17B:**

X  Check here if not applicable

**Directions - Optional:** Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

**Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)**

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

**Goal:**

**Indicator 18A:**

**Indicator 18B:**

X  Check here if not applicable

## Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

### Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

#### Examples of Student Achievement Indicators

- \* Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.  
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- \* Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.  
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- \* Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.  
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

**Directions:** Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

\*\* BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District - ).

### Goal Area I: Student Achievement - Targets

**Indicator 1:** 100% of the gifted population will be proficient and advanced on CSAP with a 5% increase each year of students scoring advanced in their designated area of giftiness.

**Activity:**

- A. Collect and evaluate District and building AGATE CSAP data to identify gaps in achievement and potential.
- B. Provide differentiated professional development, both site-based and district-wide, for administrators, AGATE leaders, and cluster teachers including:
  - Additional Junior Great Books Training
  - Implementation of the Javits On-Line Courses
  - An increase in conference attendance
  - An increase of time for Cluster Teacher Professional Development (substitutes)
  - An increase in teacher/student resources for each building

**Evidence:** CSAP results

**Goal Area I: Student Achievement – Record Keeping**

**Indicator 2:** Beginning August 2008, all newly identified high potential and gifted students will have an Advanced Learning Plan.

**Activity:**

- A. AGATE TOSAs will design and implement the ALP for high potential and gifted learners in Aurora Public Schools.
- B. All AGATE leaders will be trained on the implementation of the ALP on Infinite Campus.
- C. AGATE TOSAs and AGATE leaders will monitor the use of the ALP.

**Evidence:** ALPs will be completed for every newly identified high potential and gifted student.

**Goal Area II: School Capacity – Professional Development**

**Indicator 7:** 100% of the AGATE department will provide professional development in gifted education to enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction to high potential and gifted students.

**Activity:** AGATE Teachers on Special Assignment will:

- Coordinate and evaluate programming at the district level and at buildings.
- Conduct district and building level in-services, focusing on best practice.
- Participate in site visits, leadership team meetings, staff meetings and coaching sessions.
- Provide support, training, and resources to building personnel, including classroom teachers, who work with the gifted students. (This includes conferences, workshops, graduate level classes, and job-embedded professional development).
- Provide/revise AGATE tools, forms and resources (e.g. Advanced Learning Plan, AGATE handbook).
- Train new teachers in the district.
- Provide support to the staff at the Quest K-8 Gifted Magnet School.

Building AGATE Leaders/AGATE Instructional Leaders will:

- Support classroom or cluster teachers.
- Participate in district level professional development.
- Build capacity at their site.
- Accept feedback, guidance, and training from the AGATE TOSA.
- Continue to build the school resource rooms with high-level literature.

**Evidence:** Student Achievement on District Assessments.

### **Goal Area III: Representation in the Gifted Population**

**Indicator 8:** Reduce the under representation rates of identified AGATE students by 20% in highly impacted schools in Aurora Public Schools.

**Activity:**

- Collect and evaluate data on the AGATE over/under representation rates.
- Provide training for new AGATE leaders on the identification process.
- Provide differentiated professional development for administrators, AGATE leaders, new APS teachers, cluster teachers and other staff on the identification of high potential and gifted learners with an emphasis on underrepresented populations.
- Include ELA teachers on the AGATE identification teams in the highly impacted schools.
- Monitor AGATE identification in all schools throughout the year.

**Evidence:** Assess and evaluate AGATE student membership data from Infinite Campus (disaggregate by gender, ethnicity, SES, and primary language).

### **Goal Area IV: Partnerships – Parents**

**Indicator 11:** The AGATE department and schools will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

**Activity:**

- AGATE brochure will be available to all Aurora Public Schools community members.
- AGATE parent handbook will be distributed all high potential and gifted families.
- District AGATE website will be updated and maintained as a resource for families.
- Access to and input in the identification process. This is will include parent signatures on the ALPs.
- Teachers will inform parents through parent/teacher conferences.
- SENG training will be provided for teachers to lead parent groups.
- Parents will have the opportunity to attend the CAGT conference.

**Evidence:** Increase in parent involvement.

### **Community Outreach**

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.

How will the stakeholders access the process for identification assessment and programming options?

How are parental engagement opportunities fostered and implemented? How do parents provide input about their student’s strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The stakeholders, including parents from traditionally underrepresented groups, will access the process for identification assessment and programming options through information provided (English, Spanish, and other languages) in the AGATE brochure, AGATE parent handbook, and the district AGATE website.

Parental engagement opportunities are fostered and implemented through site based AGATE parent meetings, parent/teacher conferences, SENG parent groups, attendance at the CAGT conference, and AGATE student presentations and celebrations.

Parents provide input about their student's strengths and challenges before, during and after the identification process.

### Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students.

**Gifted students** are those students between the ages of five (5) and twenty-one (21) whose learning capacity and potential for accomplishment are so exceptional or developmentally advanced that they require special interventions to meet their educational and affective needs. These students exist within all ethnic, geographic and socio-economic groups. Gifted students are capable of advanced learning and performance in any combination of the following:

1. Intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership and human relations skills

### High Potential Learners

In our classrooms we have many students who may not be identified as gifted, but who demonstrate advanced potential as learners, leaders, and producers. They, too, need appropriate programming including the opportunity to work with rich and demanding curriculum that can bring to the surface potential and promise.

### Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the

gifted determination, and development and review of the student's advanced learning plan (ALP).

Criteria used for determining exceptional ability and eligibility for gifted services includes a comprehensive body of evidence. See phase B of the process below.

**Through professional development opportunities, teachers are trained to recognize and respond to the characteristics of diverse learners and ELL students; increasing the number of identified AGATE students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability). Teachers are consistently reviewing district data, CELA scores, rapid language acquisition, running records, CSAP and student work. Use of culture-free assessments and data as endorsed by the district will ensure equal and equitable access to all students.**

The review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment) is described below in phase C.

Parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP) throughout the identification process.

The procedures for identification are as follows:

**Rationale:** The purpose for the identification and referral process is to match students' academic and affective needs with specific educational services that will afford them the opportunity to demonstrate academic growth. The emphasis should not be on the "gifted" label, but on student learning needs. A comprehensive range of services will be provided to ensure equity district wide.

### **Phase A. Student Search**

This involves the active searching for students who perform or show potential for performing at exceptional levels when compared with others of their age, experience, or environment. The search is ongoing and can involve any knowledgeable person: school staff, parents/guardians, peers and/or self. Included in this phase are students in grades pre-K through 12. Particular attention should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disability populations during this process. These students have historically been overlooked and under served in gifted programs. (Minority Students in Special and Gifted Education, National Research Council, 2002.) Transfer students who have been identified for services in another district are eligible for services in Aurora Public Schools. Student achievement/performance data will need to be collected for an appropriate service options match.

### **Phase B. Nomination**

Nominations can be received from any knowledgeable person: school staff, parents/guardians, peers and/or self. Once a student is nominated and parents are provided with information, supporting evidence is gathered from teachers, parents, and students to aid in determining student's strengths, needs, and services. Information collected will be directly useful to identification and service options match. The Student Nomination Form is used to guide the evidence collection in the areas of student aptitude, achievement, performance, behavioral characteristics, interests, and motivation. Translations are available as needed.

### **Phase C. Recognition/Identification**

Each school will establish an AGATE committee, including parents, to serve as an identification

team, making decisions regarding the need for special services based on the evidence collected during the nomination phase. Students are identified for high potential/gifted programming using multiple criteria including research-based, culture-free assessments as endorsed by the District. According to Mary Ruth Coleman, Ph.D., University of North Carolina, “Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration. e.g., a child who has outstanding grades in math and high math test scores should not be denied consideration for placement in advanced math based on a low IQ score. Recognition of potential does not automatically mean identification as gifted; what it does demand is that an appropriate educational response be made.”

**Phase D. Service Options Match**

This is the actual matching of the student with the appropriate service delivery options. Programming decisions are made based on the evidence collected during the nomination phase. The level of differentiation needed and the area of high potential/gifted ability will determine the appropriate services for each student. “Information from specific indicators may be given priority for specific options e.g., math achievement /performance indicates a need for advanced math curriculum and instruction.” (Coleman, 2001)

**Phase E. Review Service Options Match**

AGATE students’ growth and achievement is closely monitored. Students will have an annual ALP review to determine the appropriateness of his/her differentiated services. However, a review may occur at any time, as needed. Student progress will be recorded and shared with parents. Conferencing will be necessary for a change in service options.

Resource: Mary Ruth Coleman, Ph.D. and Sneha Shah, B.A. Project U-STARS. Funded by Javits federal grant (OERI). 2001



**Programming**

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.  
 What *structure* – continuum of delivery of services – will be available in the administrative unit?  
 What are key *differentiated instruction methods* used in the administrative unit?  
 Name affective *guidance and counseling support systems* for gifted students.  
 List *content extensions/strategies* available for each category of giftedness.  
 Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

**Structure**

A continuum of services will be available to all high potential and gifted students through the implementation of the advanced learning plan. The level of services will be determined by the academic/affective needs of the student (e.g. a student gifted in all core academic areas and performing two years above classmates may be considered for grade skipping).

**Differentiated Instruction**

Key differentiated instructional methods used in the AGATE programming include flexible grouping (e.g. cluster grouping, cross grade level grouping, and APS Quest K-8 School), content acceleration (e.g. curriculum compacting, grade skipping, dual enrollment) and content sophistication (e.g. critical thinking skills, Blooms Taxonomy, advanced level content).

### **Affective Guidance and Counseling**

Affective guidance and counseling support systems for gifted students include opportunities for work in managing stress, understanding perfectionism, reversing underachievement, goal setting and using books for bibliotherapy. Facilitators include classroom teachers, counselors and peers.

### **Content Extensions**

Language Arts:

- Reading resources advanced for age (Junior Great Books, Socratic Seminar topics, William and Mary, AGATE picture book resource list and questions, mentor texts)
- Sophisticated products
- In-depth discussion and interaction with academic peers
- Opportunities for interpretation, analysis, evaluation, and problem solving
- Opportunities for advanced and in-depth writing
- Submission of work for real world publishing and competition
- Persuasive writing
- Choice and interest-based reading and writing opportunities

Math:

- Depth within an idea or concept
- Early access to topics
- Advanced resources to allow students to move at a self-paced rate (Navigations, Investigation, Connected Math)
- Opportunities to create, find and solve problems/ problem-centered learning
- Math competitions
- Integration of math into research, science and other content areas

Science:

- Integration of science into reading, writing and math to support advanced research projects
- In-depth studies and interest areas within science
- Mentorships
- Advanced level resources (Real world, William and Mary, Science Clubs, GEMS)

Creativity:

- Student choice and interest (advanced enrichment and novelty)
- Advanced product development
- Outlets for expression
- Brainstorming activities
- Open-ended questions and processes

Leadership:

- Work with mentors
- Opportunities to be student ambassadors
- Volunteer opportunities and social action
- Membership on student council
- Peer tutoring

Performing Arts/Music/Visual Arts:

- Participation in school choir
- Art, music and drama club membership

- Art competition opportunities
- Artwork displays in and out of district

General Cognition:

- Experience with questioning techniques/Socratic seminars
- Use of open-ended questions/tasks
- Flexibility with complex, abstract ideas, relationships
- Use of the Higher levels of Bloom’s Taxonomy and critical thinking skills
- Opportunities for problem based learning
- Opportunities for sophisticated product development

**Programming: Acceleration Plan**

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

During the identification process, acceleration plans are considered for every identified student. Some students may require grade skipping. In this case, a set of criteria is considered and the Iowa Acceleration Scale is used. Other ways in which students may be accelerated include, but are not limited to, curriculum compacting, tiered assignments, telescoping, early entrance/dual enrollment, etc.

**Programming: Appropriate Match to Strengths**

How will the administrative unit ensure that a gifted student’s individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

During the identification process supporting evidence is gathered from teachers, parents, and students to aid in determining student’s strengths, needs, and services. Information collected will be directly useful to identification and service options match.

Assessment data used includes the CogAT, Naglieri, DRA2, Kathy Richardson math assessments, MONDO assessments, Investigations end-of-unit assessments, place value assessments, interim assessments, CELA scores, CSAP scores, report card grades, writing samples, student artwork, student interest inventories, parent surveys, gifted behavioral checklists, and any other student related evidence.

**Programming: Pre-collegiate and Post Secondary**

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

Pre-collegiate or pre-advanced placement support systems available to gifted students include AP, IB and honors classes.

A post-secondary option available to gifted students is dual enrollment (Community College of Aurora and Aurora Public Schools PACE Setter Program)

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

The advanced learning plan development and review process is as follows:

Each school will establish an AGATE committee, including parents, to serve as an identification team, making decisions regarding the need for special services based on the evidence collected during the nomination phase. Students are identified for high potential/gifted programming using multiple criteria including research-based, culture-free assessments as endorsed by the district.

AGATE students' growth and achievement is closely monitored. Students will have an annual ALP review to determine the appropriateness of his/her differentiated services. However, a review may occur at any time, as needed. Student progress will be recorded and shared with parents. Conferencing will be necessary for a change in service options.

**Programming: Articulation**

How are the needs of gifted students and programming options articulated through the P-16 system?

The needs of gifted students and programming options are articulated through the use of vertical team meetings, end the year class placement lists, AGATE leaders and team review and Infinite Campus.

**Programming: Gifted Students New to the District**

What process is used when gifted students move into an administrative unit's district?

The process used when gifted students move into Aurora Public Schools includes a review of student cumulative folders, test scores, and other identification processes. Students are placed in cluster classrooms. Teachers and AGATE teams are involved in the designing of an APS advanced learning plan.

**Evaluation and Accountability**

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

The methods used to ensure that gifted student achievement and reporting are consistent with accreditation requirements include collecting, analyzing and using high potential/gifted student performance data to identify gaps between achievement and potential. CSAP, DRA2, and CELA assessments are used to monitor gifted student achievement.

Advanced learning plan (ALP) goals are monitored and revised by AGATE teams at every site.

**Evaluation and Accountability: Social and Emotional**

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data ).

Teachers, administrators, parents, and students monitor gifted students' social/emotional and/or behavioral development for appropriate progress. Concerns are addressed for those students struggling in school.

**Evaluation and Accountability: Program Evaluation**

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

Student data is the best indicator of program success. Growth and achievement evidence includes:

- CSAP
- Quarterly Interim Assessments in Reading, Writing and Math
- District Elementary Reading Assessment (DRA 2)
- Ongoing formative classroom assessment

Schools have multiple opportunities to provide feedback to the AGATE department through

cluster meetings, AGATE leader meetings, AGATE leader survey, and individual teacher feedback.

Parent feedback is received at any time during the year through one or more of the following: parent/teacher conferences, consultation meetings, accountability committees, SENG participation, and AGATE parent night.

### Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

1. Chief Academic Officer, Directors of Student Achievement (4), and the Director of Student Achievement, Diverse Learners.

2. AGATE Teachers on Special Assignment (3)- Responsible for the coordination of the district AGATE identification and programming. Responsibilities include:

- Coordinate and evaluate programming at the district level and at buildings.
- Conduct district and building level in-services, focusing on best practice.
- Participate in site visits, leadership team meetings, staff meetings and coaching sessions.
- Assist in managing the budget.
- Provide support, training, and resources to building personnel, including classroom teachers, who work with the gifted students. (This includes conferences, workshops, graduate level classes, and job-embedded professional development).
- Provide/revise AGATE tools, forms and resources (e.g. Advanced Learning Plan, AGATE handbook).
- Train new teachers in the district.
- Provide support to the staff at the Quest K-8 Gifted Magnet School.

3. Building AGATE Leaders/AGATE Instructional Leaders will:

- Support classroom or cluster teachers.
- Participate in district level professional development.
- Build capacity at their site.
- Accept feedback, guidance, and training from the AGATE TOSA.
- Continue to build the school resource rooms with high-level literature.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes       In Progress

**Personnel: Professional Development**

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

The plan for increasing qualified personnel to facilitate the learning and growth of gifted students is to build the capacity at every individual site. Through opportunities provided to the AGATE leaders and cluster teachers, demonstration classrooms are created to be use for professional development.

Based on student data, the professional development opportunities that are offered to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students are both site-based and district-wide, for administrators, AGATE leaders, and cluster teachers include:

- Junior Great Books Training
- SENG training
- KOI training
- Consultation with Joyce VanTassel-Baska and William and Mary Curriculum
- Building/district professional development opportunities
- Implementation of the Javits On-Line Courses
- Conference attendance
- Time for Cluster Teacher Professional Development (substitutes)
- Teacher/student resources for each building
- Visitations to other sites

Qualified personnel are responsible for management of the program plan.

**Personnel: Higher Education Support**

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

Currently, there are no existing partnerships with higher education institutions. A partnership with higher education would be helpful in providing assistance with teacher training and endorsements.

**Budget: Narrative**

Directions: Describe the administrative unit’s collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit’s funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

**PROJECTED REQUESTED GT FUNDS**

**SALARIES FOR CERTIFIED, ENDORSED, OR LICENSED PERSONNEL**

***Salaries for Certified, endorsed, or licensed personnel:***

- 2.5 AGATE Resource Teachers - Responsible for the coordination of the district AGATE identification and programming. = **Cost \$186,640**

***Benefits and Fringe:*** = Cost 23% x \$186,640 = \$42,927

**Total Salaries for Certified, endorsed, or licensed personnel: \$229,567**

**PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF GIFTED STUDENTS**

***Contracted Services:***

- Contracted services to provide SENG and Great Books training for Agate staff. = **Cost \$21,000**

***Workshop fees and travel:***

- Fees and travel expenses for local and national professional development opportunities that will increase the staff's ability to instruct all AGATE students. = **Cost \$6,000**

***Substitute Teachers:***

- Substitutes to release building AGATE leaders for professional development opportunities with the TOSAs, SENG training, Great Books training, and on-line courses. = **Cost \$25,000**

***Benefits and Fringe:*** = Cost 23% x \$25,000 = \$5,750

**Total Professional Development: \$57,750**

**INSTRUCTIONAL MATERIALS:**

***Materials:***

- Books and materials needed to support professional development and AGATE instruction in individual school buildings. = **Cost \$6,850**

**Total Instructional Materials: \$6,850**

**TOTAL PROJECTED REQUESTED GT FUNDS: \$294,167**

**ADMINISTRATIVE UNIT'S MATCHING FUNDS**

**SALARIES FOR CERTIFIED, ENDORSED, OR LICENSED PERSONNEL**

***Salaries for Certified, endorsed, or licensed personnel:***

- .5 AGATE Resource Teachers - Responsible for the coordination of the district AGATE identification and programming. = **Cost \$34,000**

- Salaries of teachers who provide services to AGATE students. = **Cost \$805,868**

***Benefits and Fringe:*** = Cost 23% x \$839,868 = \$193,169

**Total Salaries for Certified, endorsed, or licensed personnel: \$1,033,037**

**PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF GIFTED STUDENTS**

***Workshop fees and travel:***

- Fees and travel expenses for local and national professional development opportunities that will increase the staff's ability to instruct all AGATE students. = **Cost \$3,000**

**Printing:**

- Fees to print new parent handbooks and brochures.= **Cost \$11,000**

**Total Professional Development: \$14,000**

**ACTIVITIES ASSOCIATED WITH INSTRUCTION FOR GIFTED STUDENTS:**

**Additional Earnings /Stipends**

- Teachers additional pay to provide extended day experiences that support gifted students' academic success. = **Cost \$9,600**

**Total Instructional for Gifted Students: \$9,600**

**INSTRUCTIONAL MATERIALS:**

**Materials:**

- Books and materials needed to support professional development and AGATE instruction in individual school buildings. = **Cost \$20,754**

**Total Instructional Materials: \$20,754**

**TOTAL ADMINISTRATIVE UNIT'S MATCHING FUNDS: \$1,077,391**

**TOTAL GT FUNDS: \$1,371,558**

**Budget: Form**

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

**Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.**

**Record Keeping**

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

The Grants Management Office maintains records of all revenue and expenditure transactions in accordance with proper accountant procedures and under all regulations that guide financial transactions for LEAs, which would include the handling of equipment purchases. Aurora Public Schools does not purchase equipment with GT funds.

Student education records are also kept in accordance with State and federal regulations. Once the initial identification processes take place all of the records and paper work are placed in the individual student cumulative file at the school. The student is also then marked gifted in the Infinite Campus database. Individual student academic data can be retrieved for classroom teachers and Agate Leaders to assist with directing instruction. All student files are maintained, retained and destroyed in accordance with State law.

Aurora Public Schools is currently in the process of purchasing ALP Module from Infinite Campus which will be used as the new Advance Learning Plan and is aligned with the State form. The ALP will be used with newly identified students starting in Fall 2008 and all Agate students will have an ALP by the Fall of 2009.

### **Dispute Resolution**

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

After the identification process is complete written notification is sent to the parents. The classroom teacher then schedules a follow-up meeting with the parents. If there is a dispute the classroom teacher first meets with the parents. If there are continuing questions parents meet with the Agate Teacher/Leader and the principal. The Agate TOSAs also assist in any dispute and make the final decision at which time the parent is given written notification.

### **Additional Administrative Unit Information**

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

**APS April 2008 Agate ProgramPlan\_8-11.doc**  
**APS April 2008 Agate BudgetPage.doc**

### **The administrative unit's program plan is due April 30, 2008.**

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, [rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us). Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples:

Douglas County_ProgramPlan_08-11
Douglas County_Budget_08-09
Douglas County_ALP_08-11
Douglas County_PPAttachment_08-11

**E-mail the Program Plan to  
DeLinda Rose, Program Assistant  
[rose\\_d@cde.state.co.us](mailto:rose_d@cde.state.co.us)**

**CDE Mailing Address:**

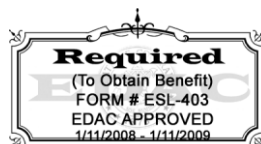
Colorado Department of Education  
Exceptional Student Leadership  
Gifted Education Unit  
201 East Colfax Avenue  
Suite 300  
Denver, Colorado 80203-1799

**CDE Contact Persons:**

Jacquelin Medina  
[medina\\_j@cde.state.co.us](mailto:medina_j@cde.state.co.us)  
303.866.6652

Kathy Thurman  
[thurman\\_k@cde.state.co.us](mailto:thurman_k@cde.state.co.us)  
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



**Colorado Department of Education (CDE)**

