

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

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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:

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 -).

Indicator 1A: Students gifted in Language Arts performing at the Advanced level on CSAP Reading will increase from 27% to 57% by 2011.

Evidence 1A: *Percent of students gifted in Language Arts performing at the Advanced level on CSAP Reading.*

Indicator 1B: Students gifted in Language Arts performing at the Advanced level on CSAP Writing will increase from 36% to 66% by 2011.

Evidence 1B: *Percent of students gifted in Language Arts performing at the Advanced level on CSAP Writing.*

Indicator 1C: Students gifted in Math performing at the Advanced level on CSAP Math will increase from 46% to 76% by 2011.

Evidence 1C: *Percent of students gifted in Math performing at the Advanced level on CSAP Math.*

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.

Mapleton Public Schools will communicate with parents about GATES (Gifted and Talented Education Services) through:

- *District web site (implement 2008-2009; update annually)*
- *School newsletters (implement 2008-2009)*
- *Letters to parents of grade 2 students providing notification of district-wide gifted screening of all grade 2 students*
- *Letters to parents of students referred for district-wide testing*
- *GATES information brochure (to be developed)*
- *GATES Parent Handbook (to be developed)*

Mapleton Public Schools educators will be provided information about GATES through:

- *Presentation at a district Administrator's meeting in the Fall (GATES Coordinators)*
- *Presentations to each school at a staff meeting in the Fall (GATES School Reps)*

Parents of students referred to GATES will complete a checklist and survey to provide the school with information about the student's strengths. Parents of identified GATES students will meet once a year with the classroom teacher and GATES School Rep to complete an Advanced Learning Plan for their student. Parents will also complete an evaluation at the end of each school year to provide input about the effectiveness of GATES for their child.

Spanish language translations of all GATES documents will be provided for Spanish speaking parents. Translation services will be provided for parents who speak another language.

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.

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).

The identification process for GATES students begins in one of two ways:

- 1. A teacher, parent, or the student makes a referral.*
- 2. A student is identified through the district wide grade 2 screening process.*

The process of identification as a gifted student then follows the following steps:

- 1. A referral form is completed, which includes information about the student's intellectual ability, achievement, behavior characteristics, and demonstrated performance.*
- 2. A Body of Evidence is gathered to provide documentation of exceptionality in academics, creative thinking and problem solving, leadership and human relations skills, visual and performing arts.*
- 3. The student is given the Cognitive Abilities Test to measure intellectual ability.*
- 4. Parents complete a parent checklist and provide information about the student.*
- 5. A GATES Review Team, consisting of at least 3 of the following: the classroom teacher, GATES School Rep, GATES Coordinator, and/or GATES Director, meet to review the Body of Evidence and make a determination of identification as gifted. A student is identified as gifted when the Body of Evidence includes clear documentation of exceptionality in three areas.*

As the district implements the RtI process (pilot schools in 2008-2009; all schools in 2009-2010), the school RtI Team will:

- Initiate new referrals for gifted identification.*
- Recommend specific differentiated instructional strategies for GATES students.*

Identification of students from underrepresented populations will be recruited through:

- District wide screening of all grade 2 students.*
- RtI Team process.*
- Body of Evidence review process.*
- Increased awareness of gifted characteristics through professional development at all school sites.*

Parents are made aware of GATES procedures through:

- *A parent notification letter for grade 2 district wide screening.*
- *A parent letter requesting permission for assessment when an individual referral has been made.*
- *A parent letter notifying the parent of results of CogAT testing, the Body of Evidence review, and the students' gifted determination.*
- *A Parent Handbook (to be developed 2008-2009).*
- *An annual meeting to complete the Advanced Learning Plan.*
- *A Parent Orientation meeting when new students are identified (implement 2009-2010).*
- *Two annual GATES Parent meetings (implement 2010-2011).*

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.)

In 2006, Mapleton Public Schools restructured the entire district to provide schools of choice for all students. In Mapleton, each school offers a unique small school model. Gifted students may select the instructional model that best meets their needs. Small school designs include the Montessori, Expeditionary Learning, Coalition of Essential Schools, Back to Basics, International Baccalaureate, Global Leadership, New Technology, Big Picture, and Early College models. In addition, Mapleton Public Schools Gifted and Talented Education Services (GATES) provide services to identified gifted students through differentiated instruction in the classroom, enrichment opportunities, special interest opportunities, and summer camp.

Structure

The following structures for delivery of GATES services will be available:

- *Schools of Choice (Small School Design Models)*
- *Classroom with flexible grouping*
- *Classroom with cross-age grouping*
- *General education with cluster grouping*
- *Clusters for special interests and enrichment opportunities*
- *International Baccalaureate program (York International 2008-09 status as an IB "candidate")*
- *Post-secondary classes*

Differentiated Instruction

Differentiated instruction will respond to the gifted learner's needs through one or more of the following modifications:

Content

- *Acceleration*
- *Compacting curriculum*
- *Independent Study*
- *Internship*
- *Tiered Instruction*
- *Content extensions*

Process

- *Flexible grouping*
- *Contracts/Individual Learning Plans*
- *Learning centers*
- *Pacing*
- *Higher Order Thinking skills*

Product

- *Open-ended tasks*
- *Authentic real-world solutions*
- *Extensions, innovation, creation of new ideas, services, products*
- *Project based learning*
- *Presentations of learning*

Affective Guidance and Counseling

A district counselor is identified as the GATES Affective Guidance Rep.

The district GATES Affective Guidance Rep consults with GATES School Reps, classroom teachers, and parents. Prevention Specialists and Post-secondary coaches provide counseling support as appropriate.

Content Extensions

Language Arts: Accelerated instruction through guided reading provided at the student's ability level (utilizing the "Every Child a Reader" program), differentiated writing which includes opportunities for higher level evaluative and persuasive writing, literature circles, Junior Great Books, and interest based extensions.

Math: Everyday Math extensions provided at student's ability level, supplemental Everyday Math software extensions, pre AP math curriculum for grades 7-12, summer opportunities.

Science: Science enrichment opportunities, National Science Foundation summer camps, internship, IB programming, District Science Fair.

Creativity: Creative classroom activities, open ended learning experiences, internship, Expeditionary Learning model, Project-based learning, Presentations of learning.

Leadership: Leadership position within classroom and/or school, Summer Leadership camps, Superintendent's Advisory Council, Grade 9-12 Class Sponsors, Pre-collegiate programs, community service graduation requirement.

Performing Arts/Music/Visual Arts: Participation in extra curricular performing arts program—orchestra, band, choir; District Art Show Annual Competition, Theatre Club, variety of competitions and performance opportunities.

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).

A student may be considered for acceleration or grade skipping. A body of evidence will be gathered, including academic, behavioral, social and cognitive data. A review team, including the student's teacher, parents, school administrator, and other specialists will evaluate the Body of Evidence and make a recommendation.

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?

In Mapleton, parents and students may choose to enroll in the school where the instructional model best matches the student's style of learning. When identified as a gifted student, the Body of Evidence review process includes determination of the student's strengths and interest areas. Standardized assessments, achievement test results, classroom performance, observational/anecdotal data, rubrics documenting advanced performance, and products demonstrating creativity are all evaluated to identify strengths. The Advanced Learning Plan will be developed to match programming with the identified student's strengths and interests.

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?

In Mapleton, four Post Secondary Coaches support students in grades 8-12. The Post Secondary Coach oversees implementation of a developmental curriculum focusing on college and career standards. Students are identified to participate in the CU Boulder Pre-collegiate program, the Denver Scholar Program, or CU Succeeds at UCD. A Pre-collegiate Summer Camp is offered to grade 8 students as an introduction to thinking about future college and career planning, as they enter high school. Students in grades 11 and 12 may take college level courses from Front Range Community College and receive dual college and high school credit. These courses are offered both at the Community College campus and within the district. The content of courses offered is based on student interest.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

An Advanced Learning Plan (ALP) will be written for every identified gifted student at the beginning of each school year. The ALP process will include:

- 1. The GATES School Rep will provide classroom teachers with information about the gifted students in their classroom.*
- 2. Results from spring assessments will be recorded in the students' GATES file.*
- 3. The GATES School Rep will work with the classroom teacher to develop the ALP.*
- 4. Student input will be included in the ALP.*
- 5. Within the first quarter or trimester, the classroom teacher, GATES School Rep, student and parents will meet to review the ALP, include input from the parent and establish an achievement goal in the students' strength area*
- 6. An Affective Guidance goal will be included in the ALP, if appropriate for the students' needs.*
- 7. Parents will be asked to complete an evaluation at the end of each school year to provide input about the effectiveness of GATES for their child.*

Programming: Articulation

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

The GATES School Rep is responsible for transferring the students' GATES files and providing information about incoming students to the new school's GATES School Rep at the beginning of the school year and whenever a student transfers or articulates to a new level within the school district.

Programming: Gifted Students New to the District

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

When a student new to the district indicates that s/he participated in a gifted program, the GATES School Rep will work with the parent to gather the following:

- *Official documentation of eligibility and the criteria used in the identification process in the former district*
 - *Information about student's areas of strength*
 - *Information about the services provided to the student in the former district*
- The GATES team will meet to review the information. If the documentation aligns with Colorado and district identification criteria, the student will be identified gifted in Mapleton. Additional testing or other assessments to complete a body of evidence may be needed.*

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 achievement of gifted students is measured through:

- *PALS individual reading assessments in grades K-3*
- *CSAP assessments annually in grades 3-10*
- *Measurement of Academic Progress (MAPs) in Reading, Math, and Language Usage in grades 2-10*
- *Explore test in grade 8*
- *Plan test in grade 10*
- *ACT in grade 11*

The Advanced Learning Plan states each student's achievement goal. The goal is reviewed each year in the Fall to determine if the goal was met and to establish a new goal for the current school year.

The Gifted and Talented End of Year Report provides CDE with gifted students achievement data. Results are reported to the Superintendent and Board of Education.

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).

The Advanced Learning Plan provides a vehicle for monitoring gifted students' social, emotional, and

behavioral needs. Each year when the ALP is reviewed the teacher, parent, student, and GATES School Rep will determine if an Affective Goal is needed. A measurable goal and indicators are identified. The GATES Affective Guidance Rep is available for consultation with teachers, parents, and students. Student observations, behavior contracts, home-school journals, and other tools are used as appropriate.

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.

Evaluation of the GATES program will occur through the following:

- 1. District achievement data will be gathered each Fall to determine if achievement goals were reached.*
- 2. Individual students achievement goals will be reviewed each Fall to determine if each gifted student met his/her achievement goal.*
- 3. Parents will complete an evaluation at the end of each school year to provide input about the effectiveness of GATES for their child.*
- 4. Achievement results of GATES students are reported to the Superintendent and Board of Education.*

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.

Personnel who staff the GATES program team in Mapleton Public Schools include a district administrator who serves as the GATES Director, a district teacher who serves as the District GATES Coordinator, a teacher from each school site who serves as the GATES School Rep for his/her school, and a District GATES Affective Guidance Rep. The GATES program team meets monthly.

GATES School Reps are responsible for coordinating GATES program services at each school. They coordinate the referral and identification process, work with teachers to develop ALP's, assist in planning for differentiated instruction of gifted students, and plan and implement enrichment and special interest activities for the school. GATES School Reps also participate in planning and teaching in a Summer Camp opportunity for gifted students.

The classroom teachers provide differentiated instruction for GATES students.

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?

In Mapleton Public Schools professional development to improve the skills, knowledge and expertise of teachers who provide instruction to gifted students will include:

Opportunities offered to any interested teacher

Javits Course offerings: The Gifted Learner; Differentiating for Gifted Learners; Raising Thinking Skills for Gifted Learners; and, Affective Guidance

Opportunities offered to GATES School Reps

- *Book Study group*
- *Guest speakers*
- *Colorado Association for Gifted Children conference*
- *Gifted education workshops*

All district teachers

Every district teacher will receive information about characteristics of gifted students, strategies for differentiated instruction for gifted students, and a list of resources through the GATES School Rep.

GATES School Reps will be encouraged to work toward completion of a Gifted Education Specialist endorsement.

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?

Information about university and college course offerings in gifted education will be made available to all interested staff.

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.

In Mapleton the collaborative method for both developing the Gifted Education Program Plan and for planning the budget includes consultation with school directors, GATES School Reps, the GATES Coordinators, the district Learning Services team, and the Superintendent. Each group has an opportunity to review the previous plan and to give input into the new plan and budget.

The proposed budget for 2008-09 directly supports the Program Plan. State funds support salaries for GATES Coordinator, GATES School Reps, and Affective Guidance Consultant, while district Learning Services fund support a portion of the GATES Director and administrative support salaries. State funds further support substitute teachers for GATES School Reps and the GATES Coordinator to work with teachers to develop Advanced Learning Plans and implement differentiated instruction. District funds support the gifted summer camp stipends for teachers. State funds and district funds are allocated in combination to provide professional development opportunities for teachers, enrichment and/or special interest activities for students, translation services for parents, transportation for trips and summer camp, and instructional materials.

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 following record keeping procedures will be in place:

1. *A GATES master file for each GATES student will be kept in a central location. The file will include the initial referral, body of evidence documents, CogAT score sheet, parent surveys, GATES student profile sheet, and annual ALP's.*
2. *A copy of the current ALP will be filed in the student's cumulative folder in each school office.*

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?

Parents may file a written challenge if they disagree with the identification decision or programming for their child. A district review committee will be formed to hear both the parent and the school's perspective. The review committee will make a written recommendation. If not satisfied with the recommendation, either party may appeal to the Superintendent. (Board Policy KEF)

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.

*Mapleton Advanced Learning Plan
Mapleton Body of Evidence Review Form*

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. 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**

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
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

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



