

**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)		
<p>⇒ 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.</p> <p>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.</p>		
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:

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 will increase from 40% to 70%.

Evidence 1A: Percent of gifted students in language arts performing at the advanced level on CSAP reading tests.

Indicator 1B: Students gifted in math will demonstrate at least one full grade level of growth as evidenced on NWEA-MAPs scores.

Evidence 1B: Percent of students gifted in math who demonstrate at least one full grade level of growth on NWEA-MAPs scores.

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.

SPP Goal Area 4, indicator 11: Community Outreach

- **Parent engagement has been a current topic in 27J. Every school who participated in the 2007-2008 CogAT grade level screening is in the process of sharing this information with parents. The teachers that gave the assessment have been informed of the results. The results**

have then been sent home with a cover letter (also translated in Spanish) explaining the scores. This letter also informed parents of follow up meetings that the GT Coordinator conducted concerning questions around the 27J GT identification process and the interpretation of the CogAT results. This systemic support of assessment information will continue to grow through the year 2011.

- Currently individual parent meetings and conversations have occurred concerning gifted and talented identification questions as 27J's process has begun to align more with the recommendations of CDE to collect multiple criteria in a body of evidence format. Additional conversations have occurred with teachers and parents on instructional strategies to support student needs.
- Supporting the Emotional Needs of Gifted (SENG) first parent support group was completed in March, 2008. This will be an ongoing annual opportunity for parents of gifted and talented learners to meet and share concerns through the year 2011.
- The GT website has been updated with current information and contact numbers. It will be updated at regular intervals through the year 2011.
- By 2011, a parent affiliate group with the state organization for gifted and talented (CAGT) will be formed in 27J.

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).

Currently, in order to begin to develop a fair, equitable and defensible identification process for all students, grade level screenings have been implemented to some degree at six elementary schools and two middle schools. By 2011, all 27J elementary schools will be administering grade level CogAT screenings at second grade. In addition, all 27J middle schools will be administering grade level CogAT screenings in seventh grade. Professional development will be provided to ensure equity in the identification process of 27J students. This professional development will occur in the following areas and formats:

Equity of identification

- **GT representatives from each school will meet monthly to maintain consistency in communications throughout the district.**
- **New Teacher Network- one session annually will be devoted to the 27J policies on identification of gifted and talented students and the supports that are in place.**
- **School Based coaching provided by the G/T TOSA will continue to mentor and offer support in meeting the needs of advanced learners.**
- **School-wide staff development will be offered to support differentiation as a recognized and effective programming model to meet the needs of advanced learners in the regular classroom.**
- **Staff and parent development opportunities/meetings will be held for the purpose of understanding the identification process and the multiple components of identification. These opportunities will be coordinated with individual schools according to need and request and will be conducted by the GT Coordinator.**

The 27J Student Profile (see attached) has been updated to reflect NWEA-MAPs testing, CELA scores and any other new district assessments. This will be an ongoing project through 2011 as assessments are reviewed and evaluated. Supporting bodies of evidence are being collected on all students that have been previously identified and all new students to be identified. When students have supportive, qualifying documentation in at least three categories on the student profile form an advanced learning plan (ALP) will be developed. The district is currently in the process of purchasing an electronic version of the ALP created by Infinite Campus. Advanced learning plans will be kept in this electronic format and a hard copy format with the supporting documentation. These hard copy ALPs will be kept in a centralized location in each school. Keeping in compliance with SPP goal area 6, indicator 16, School District 27J will participate in the Gifted Education monitoring and data collection system by submitting the completed annual report due September 30 of each year.

Goal Area 1, Indicator 3 of the State Performance Plan states that school districts will have assessments other than CSAP to measure student learning. The NWEA-MAPs assessment is a highly recognized measure of monitoring the growth of student learning in the gifted population due to its high ceiling. The implementation of this tool in grades 2-8 meets this state goal. Additional tools will need to be reviewed for identified high school students. This assessment measure will be determined by 2011.

By 2009, all identified gifted and talented students will have an advanced learning plan. There will be an electronically based Advanced Learning Plan developed with software from Infinite Campus. In addition, a hard copy of the Advanced Learning Plan will be created with all supporting documentation written on the student profile form and kept in

orange file folders with the cumulative files in each school. Files will be updated with current NWEA-MAPS data, CELA data, CSAP data and other relevant information to monitor student growth. The descriptors for this updating process will be in place by 2009.

- This information will be submitted annually to CDE by the required dates.
- To continue to keep the database consistent and defensible a central employee will enter the student information profile and develop the advanced learning plans on Infinite Campus.

Currently, 27J is working with Dr. David Lohman and a team from the University of Iowa in field testing a new assessment tool which is hoped will become a key assessment in identifying gifted and talented students from culturally and linguistically diverse backgrounds. School District 27J's ongoing collaboration in this project will offer another lens for teachers to view students and provide the opportunity for our teachers to give feedback to the researchers at the University of Iowa.

By 2011 our identified gifted and talented population will more closely match the demographics of the general student population in the following categories: gender, ethnicity, ELLs, SPED and students of poverty.

- The following steps will be implemented to ensure this process:
 - A consistent and equitable identification process will be implemented at every school. This process will include the collection of multiple qualifying on the student data form, as previously outlined.
 - A consistent message will be shared with educators and administrators on recognizing the characteristics and behaviors of many gifted students.
 - An increased awareness on the unique characteristics of gifted students from diverse populations will be developed.
 - The collaboration with the University of Iowa will increase awareness of giftedness in diverse populations and students of poverty.

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

Goal 1: By 2011, 27J will have established consistent programming options for identified gifted and talented students in their designated strength areas that align with the 27J Instructional Model. (see attached)

27J Instructional Model	Theory of action:	Measured by:
<p>Tier 1 and 2 Regular Classroom Programming for identified gifted students will include quality instruction in the core, vertical progression on the 27J Success Criteria continuum, flexible pacing, cluster grouping, independent projects and leadership development.</p> <p><u>Tier One</u> High quality instruction for all learner:</p> <ul style="list-style-type: none"> • Formative assessments that build on prior knowledge • Clearly defined learning objectives • Quality rigorous instruction <p><u>Tier Two</u> Enrichment and acceleration for gifted learners</p> <ul style="list-style-type: none"> • Flexible grouping to enable gifted learners to move more quickly through the learning continuum • Independent projects • Accelerated instruction • Differentiated strategies • Peer mentorship • Self initiated and self directed projects 	<ul style="list-style-type: none"> • Professional development on the use of all components of the instructional materials will aid teachers in supporting the individual students in their areas of strength. • Professional development regarding the specific needs and unique characteristics of gifted students will result in a deeper understanding of the importance of affective development. • Professional development on best practices in gifted and talented education will result in greater student understanding and achievement. • Advanced Learning Plans (ALPs) developed for all identified students will result in a system that articulates and monitors specific student needs, informs instruction and records annual student academic growth. 	<ul style="list-style-type: none"> • Number of participants attending professional development sessions on instructional materials. • Number of participants receiving professional development on the unique characteristics of gifted learners and best practices in instructional methods. • ALP annual review will reflect student growth in specified areas of strength. NWEA-Maps, CSAP data, advanced demonstrations and anecdotal notations will be added and measured to ensure commensurate growth.
<p>Tier 3 – Targeted Interventions for small cluster groups outside the regular classroom.</p> <p>The Targeted students will be offered programming in the following areas based on the identified area of strength. Targeted interventions for students in tier 3 include:</p>	<ul style="list-style-type: none"> • Examine the current AP courses that are offered in 27J that will result in engaged and challenging learning and will align with student needs. • School District 27J will 	<ul style="list-style-type: none"> • The number of identified gifted and talented students enrolled in AP classes and successfully completing the end of year exam will increase by 5%. • Students gifted in

<ul style="list-style-type: none"> talent opportunities such as advanced techniques development, mentorships, critical and creative thinking activities goal setting for college planning specialized curriculum programs such as EPGY Stanford online programs, advanced sections of science/social studies, testing out of course to receive credit, math clubs, competitions Honors, AP, advanced online courses competitions such as Future problem Solving, Destination Imagination, mentorships talent search programs which offer summer opportunities for identified students to come together to share experiences, such as the Summer Enrichment Program at UNC 	<p>provide a variety of diverse and specialized curriculum programs such as:</p> <ul style="list-style-type: none"> Junior Great Book College of William and Mary Units aligned with 27J ELTs ALECKS Destination Imagination Future Problem Solving Summer Enrichment Programming at UNC Talent Search at DU Colorado Association of Gifted and Talented Legislative Day – State Capitol Investigate online course opportunities Explore mentorships based on student identified areas <p>which will result in greater student engagement and achievement.</p> <p>Advanced Learning Plans (ALPs) developed for all identified students will result in a system that articulates and monitors specific student needs to inform instruction and records annual student academic growth.</p>	<p>language arts performing at the advanced level will increase from 40%-50%.</p> <ul style="list-style-type: none"> Students gifted in math will demonstrate significant growth scores as evidenced on NWEA-MAPS. Enrollment in AP courses will reflect student needs and strength areas. An increased number of schools will participate in Destination Imagination, ALEKS and other specialized curriculum programs. A target goal of at least twelve 27J 8-12 grade students will apply and attend the 2008-2009 CAGT Legislative Day to support student leadership development. Information on mentorships will be collected and studied. A list of mentor possibilities will be created and archived.
<p>Tier 4 Intensive and Individualized Interventions</p>	<ul style="list-style-type: none"> A study to examine early entrance policies and 	<ul style="list-style-type: none"> Advanced learning plan files (both

<p>The Targeted students will be offered programming in the following as intensive individual interventions:</p> <ul style="list-style-type: none"> • Radical grade level acceleration of at least one year • early entrance to kindergarten • specialized counseling • long term internships • individualized programming • Post secondary options 	<p>evaluation procedures will result in the development of a fair and consistent early entrance to kindergarten policy that will align with the recommendations of district leadership and CDE.</p> <ul style="list-style-type: none"> • Research and in depth study on the development of internships in identified areas will result in community connection, real life experience and a district resource list. • A study to examine radical grade level acceleration procedures will result in a district policy which will support the recommendations of district leadership and CDE. • Professional development on the specific affective needs of gifted and talented students offered to teachers and school based counselors will result in a deeper understanding of the complexity and specific social emotional needs of this group of students. • Advanced Learning Plans (ALPs) developed by creating a body of evidence using multiple criteria for all identified students will result in teachers 	<p>electronic and hard copies) will be updated in a consistent and annual manner. CSAP, NWEA-MAPS, SPED testing, advanced demonstrations, etc. will be collected on specific student goals and interventions. Student achievement equivalent to at least one years growth as measured by NWEA-MAPs will improve as a result of more informed instruction.</p> <ul style="list-style-type: none"> • Participation in specific staff development addressing the affective needs of gifted learners will be offered to teachers and school based personnel. • Policies will be developed and align with 27J district and CDE recommendations to support district wide early entrance into kindergarten and grade level acceleration policies. • A resource list for future internships will be created. • ALPs will be reviewed and updated annually and the information will be reported to CDE.
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	<p>and counselors having a much deeper understanding of the specific needs and learning strengths/weaknesses of gifted and talented students.</p>	
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Differentiated Instruction

SPP goal area 2, indicator 4 addresses tiered programming and intervention options for each category of giftedness. The 27J Instructional Model is based on the implementation of tiered/scaffolded programming. Meeting the needs of gifted and talented learners is part of this collaborative effort of ensuring that all students in 27J have rigorous instruction commensurate with need. The development of the Essential Learning Targets (ELTs) addresses consistent and rigorous curriculum to fit with in the instructional model.

Currently, the following steps have occurred to support the building of school capacity:

- Overland Trail Middle School has received four full days of staff development on the topic of differentiation and tiered instruction
- Two cohorts of teachers have completed a seven week Staff Academy course on Differentiation.
- New teachers will be informed of the unique characteristics of gifted students and of the district processes and procedures through the New Teacher Network and district wide presentations.
- SPP Goal Area 3, indicator 9: In aligning with the state definition of gifted and talented students, 27J recognizes students in the visual-performing arts, music, creativity and leadership. As resources are developed and created through CDE, they will be made available to the schools in this district.
- SPP Goal Area 3, indicator 10: Currently, 27J is in partnership with CDE with one USTARS school. South Elementary is completing the third year of the USTARS project as a method for identifying students form underserved populations. By 2011, additional school participation will be encouraged as resources become available.
- Goal Area 5, indicator 13- Early Childhood. It is a goal of this GT Plan to build capacity for meeting the needs of all advanced students. K-2 teachers will be informed of the characteristics and qualities of gifted learners. By 2011, staff member educated in the strategies of the Kingore Observation Inventory as a tool to support the creation of nurturing and engaging learning environments will increase.
- The 27J Instructional Model supports skill scaffolding in a tiered manner (SPP indicator 14). Many of the recommended interventions for unique populations which include individual tutoring are addressed at level 4 in the instructional model. In 08/09, professional development will be offered in 27J on the topics of sheltered instruction, multi-cultural training and the importance of family involvement.

Affective Guidance and Counseling

- **The GT Coordinator was invited to conduct a presentation to 27J school psychologists and social workers on the exceptional needs of twice exceptional students. Numerous individual parent/teacher conferences around specific student needs as a result of this presentation. This cross departmental partnership will continue to develop through collaboration and shared presentations through 2011.**
- **Supporting the Emotional Needs of Gifted (SENG) first parent support group/book study was successfully established and completed. Through 2011, there will be at least one annual cohort SENEG book study offered.**

Content Extensions

Language Arts: Write to Lead Essay Contest, Honors and AP Language Arts option at the Secondary level, Junior Great Books Units

Math: Honors math class option, AP Math classes offered, Computer support/ALEKS; competitions; specialized math curriculum; mentorship

Science: advanced sections offered-Honors and AP, Knowledge Bowl

Creativity: creative thinking skills; research options for creative inventors, scientists, designers, artists of personal interest; open ended learning opportunities; Destination Imagination, Future Problem Solving

Leadership: Write to Lead Essay Contest, CAGT Legislative Day, mentorship opportunities

Performing Arts/Music/Visual Arts: Audition opportunities for plays, musicals and dramas; artists in residence visits; private dance, art and drama lessons; recitals; summer music camp

General Cognition: Socratic Seminars; Critical Thinking Skills Seminars, Creative Thinking Skills Seminars; Training in Ascending Intellectual Demand- The process of consciously increasing the depth, complexity, sophistication and novelty of thinking required by students as they acquire and process knowledge.

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 consistent district wide policy will be developed to guide grade level acceleration by 2009. Currently, students arrive with outside testing pre-kindergarten and decisions are made independently at each school site. The Iowa Acceleration Scale and use of cognitive screeners are two of the tools currently being used to make these decisions. A supportive body of evidence is developed to support this decision. 27J will align with the recommendations from CDE.

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?

The assessment data used to support alignment of student strength to appropriate programming includes grade level Cognitive Abilities Testing, Special Education testing, KBIT-2, NWEA-MAPs, CSAP, unit tests, anecdotal noted, Renzulli-Hartman Behavioral Observation Scales, advanced demonstrations, established entrance tests to AP courses and advanced content areas. In addition, parents and students give input. A body of evidence is collected and when at least three qualifying criteria are met, an ALP is developed.

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?

All gifted and talented student are offered the opportunity to pursue Honors and Advanced Placement courses in Secondary schools. There is an application process that students must adhere to in order to be allowed entrance to these courses. GT students have the option to pursue AP courses in all content areas. 27J offers post-secondary options for students when they have completed the available courses at the high school level. The PSEO course selection is based on individual student need.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

By 2009, all identified gifted and talented students will have an advanced learning plan. There will be an electronically based advanced learning plan developed with software from Infinite Campus (27J is in the process of acquiring this program). To continue to keep the database consistent and defensible a central employee will enter the student information profile and develop the advanced learning plans on Infinite Campus.

In addition, a hard copy of the advanced learning plan will be created with all supporting documentation written on the student profile form and kept in orange file folders. These ALPs will be kept with the cumulative files in each school. The most readily identified and secure location is the cumulative files in each school office and that is the recommendation.

- Advanced Learning Plans will follow students from grade to grade and school to school.
- Files will be updated in a consistent manner with current NWEA-MAPS data, CELA data, CSAP data and other relevant information to monitor student growth.
- This information will be submitted annually to CDE by the required dates.
- To continue to keep the database consistent and defensible a central employee will enter the student information profile and develop the advanced learning plans on infinite campus.
- Parents will be notified of student identification and placement on ALPs through mail.

The State Performance Plan (SPP), Goal Area 1, Indicator 2 states that 100% of gifted students in the district will have advanced learning plans in place by 2009. School District 27J will meet this goal ahead of schedule.

Programming: Articulation

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

Advanced Learning Plans will be kept in this electronic format in addition to a hard copy format with the supporting documentation. These hard copy ALPs will be kept with the cumulative files in each school. Keeping in compliance with SPP goal area 6, indicator 16, School District 27J will participate in the Gifted Education monitoring and data collection system by submitting the completed annual report due September 30, 2008. In the 08/09 school year and beyond, hard copies of advanced learning plans will be stored in a consistent location in every school and readily accessible for teachers. ALPs will also be stored on infinite campus with a centralized district employee responsible for data entry. Current databases will be distributed to schools at the beginning of the year and consistent intervals in order to create a level of awareness and responsibility for identified students. A fall annual review system between student, parents and teachers will be a component of 27J's district expectations. This will ensure grade level articulation of the advanced learning plans and informed instruction of student needs.

Programming: Gifted Students New to the District

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

New students who have been previously identified as gifted and talented prior to arriving in 27J will follow the 27J identification process. This will support the goal of all students in School District 27J having a consistent and equitable identification process. Any testing these new students bring with them is added to the district student profile and if the criterion is met, an ALP is developed. If the student arrives without the three qualifying pieces of data, the information is collected through academic or observation tools. During this transition time, the teachers are informed of the student strengths and expected to support them. If conferences are required during this time, (with parents, students, teachers, former school districts) the GT Coordinator is present to explain and discuss the identification process. The GT Coordinator is also present to discuss to all concerned parties what is in place academically for the student during this time.

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?

Gifted student achievement will be monitored by a variety of measures. The student data will be aggregated according to strength area achievement on CSAP tests. Student information will also be recorded three times a year with the NWEA-MAPs assessment. To this extent 27J is working to meet the expectation of the SPP, Goal Area1: Indicator 3. There will be ongoing student assessment through classroom performance, unit tests, and anecdotal notes.

ALP learning goals will be reviewed at the beginning of each year, shared with parents during at least one annual conference with the teachers then reporting out in written format on the ALP every spring.

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).

Student social, emotional and behavioral development is primarily monitored through student interviews. Individual student conversations with school counselors, social workers, SPED staff, GT Coordinator, parents, classroom teachers and school administrators are the main tools currently being used to monitor student affective progress. Often these conversations result in anecdotal notes and adjustments in response to student programming at school sites. Some students are strong self advocates and there are college and career planning opportunities for 27J students. Future budgets will include line items that will bring guest speakers to 27J to specifically address the affective needs of gifted and talented students. There will also be line items to support specific staff development in meeting the social emotional needs of gifted students. By 2011, a consistent process will be in place in 27J to follow gifted student social, emotional and behavioral development.

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.

The 27J Gifted and Talented Program is in transition. The identified students' academic achievement is measured by several criteria including theme unit tests, CSAP performance and NWEA-MAPs.

A strong effort is in process to create a more equitable identification process that more fairly reflects the diverse student population in 27J. The student data profile forms have been revised to reflect new data information, the advanced learning plan is transitioning from the former form to the more readily accessible and available Infinite Campus ALP. The collaborative effort with Dr. David Lohman at the University of Iowa and 27J in field testing a more equitable cognitive screening tool supports this goal. In supporting that goal 27J will then have access to this new assessment and the support of the researchers.

Monthly meetings occur with the GT Leader from every school to reflect upon, adjust and review these changes and offer feedback for possible adjustments. Topics of discussion include budget expenditures, the identification process, the implementation of the ALP, grade level articulation and the strategies of sharing this information with school personnel. District Leadership is kept informed of these processes through the distribution of monthly GT Meeting Minutes. Parents are kept apprised of this information through the district website, conversations with the GT Coordinator, and a series of school parent night meetings set specifically to discuss GT Identification. Feedback from these meetings is equally noted and discussed at the GT Leader meetings.

The programming information for meeting the instructional needs of gifted and talented learners aligns with the four tier 27J Instructional Model. These are systemic changes within 27J and will be clearly defined by 2011.

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.

All of the teachers in 27J are Highly Qualified according to NCLB requirements. The model of programming for gifted and talented students in 27J is through quality differentiation, specifically the strategy of tiered instruction to offer rigorous and appropriate instruction for identified students. In the current school year, two separate staff academy seven week sessions have been taught on the topic of Differentiation. Full day staff developments have been planned and delivered on this topic. GT Leader/Liaisons are given simple strategies at every monthly meeting. Counselors and school social workers have had training in the needs of gifted and talented learners and specifically, the needs of the twice exceptional student. Teams of teachers have attended CDE trainings. All new teachers to 27J will receive training during new teacher induction on the characteristics of the gifted learner, the identification process and strategies to support student learning. 27J is in a capacity building growth mindset.

The GT Coordinator for 27J is highly qualified in gifted education with both a post graduate endorsement and certification in gifted education. This person is responsible for managing the program plan and many of the professional development activities to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

By 2011, School district 27J will have engaged in more collaboration with universities and colleges with the goal being an increased number of 27J educators with the GT endorsement.

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?

SPP goal area 2, indicators 5 ,6 and 7 address the hiring of a GT Coordinator to manage the program plan and professional development activities and opportunities. 27J has met this indicator ahead of the 2011 deadline.

As stated above, many professional development opportunities have currently been offered in 27J. By 2011 the goal in this area will be a continued effort to increase the capacity and knowledge of our teachers on the topic of the specific educational and social emotional needs of gifted and talented students. Attendance at the Colorado Association for Gifted and Talented (CAGT) conference is one strategy for reaching this goal. The goal by 2011 will be that every GT Leader from every 27J school attends this two day conference to support this capacity building effort. It is also important to inform all teachers that there is now an endorsement in gifted education in the state of Colorado.

In addition, professional development through 2011 will include:

- **Staff Academy staff development will be offered on Differentiated Instruction.**

- District staff development days will support schools in the implementation of meeting the needs of advanced learning through the 27J Instructional Model. Tiering of instruction in levels one and two is recognized as effective in meeting the needs of gifted learners. Levels three and four of the instructional model will include supports in enrichment, extension, possible acceleration and more affective supports of the unique needs of gifted learners.
- Specific information and support will be offered at New Teacher Induction.
- Staff development on the Social-Emotional Needs of gifted and talented students.
- Goal Area 5, indicator 13- Early Childhood. It is a goal of this GT Plan to build capacity for meeting the needs of all advanced students. K-2 teachers will be informed of the characteristics and qualities of gifted learners. To begin to develop a body of evidence, the Kingore Observation Inventory will be used to support the creation of nurturing and engaging learning environments. The 27J Instructional Model is tiered to support advanced learners from kindergarten through high school. In 08/09, the initial cognitive screener for 27J will occur in second grade at all elementary schools.
- The 27J Instructional Model supports skill scaffolding in a tiered manner (SPP indicator 14). Many of the recommended interventions for unique populations which include individual tutoring are addressed at level 4 in the instructional model. In the future, continued professional development and coaching will be offered in 27J on the topics of sheltered instruction, multi-cultural training and the importance of family involvement.

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?

- **Indicator 12: Collaboration with Higher Education:**
- Currently, discussions have been occurring with Dr. George Betts and Dr. Stuart Omdal at the University of Northern Colorado around additional professional development supports and the opportunity for some of the identified 27J students to attend UNC's Summer Enrichment Model (SEM). One 27J teacher will be completing her GT Practicum at the SEM in 2008. Conversations have also been initiated to participate in the project called *Central Partnerships* which Dr. Betts is currently organizing which will create another layer of knowledge concerning the education of gifted and talented students and the need for appropriate teacher training.
- Conversations are also occurring with Dr. David Lohman of the University of Iowa around the collaborative effort of trial testing the new assessment tool.
- Additionally, conversations are occurring with Dr. Elizabeth Nelson at the University of New Mexico concerning specific 2X and underachievement issues to support gifted student needs

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.

- **The GT Leader representative from every school meets monthly. Currently, one of the monthly topics is the GT budget for both individual school and district wide purchases. The minutes from these meetings are documented and shared with all district leadership. This method of communication will continue through 2011 with budget needs being a monthly agenda item.**
- **The AU will adhere to the guidelines outlined in the attached budget to increase 27J district resources and capacity within buildings. This will include, but is not limited to, assessment purchases, teacher training around the specific needs of the gifted learner and increasing individual school professional and parental resources.**
- **Through 2011 and beyond, there will be continued collaboration with the Finance Department to support the goal of said funds being spent in a manner compliant, as outlined by CDE, to support the gifted and talented students of 27J.**
- **Through 2011 and beyond, schools will be required to submit a plan outlining how they intend to use allocations of GT funds. This plan will be submitted by December 1 of that school year with the intention of the funds being spent by January of that school year. GT Leaders will develop the plan in conjunction with the principal at each site. Both the GT Leader and the principal will sign the plan.**
- **These plans will be reviewed by the GT Coordinator to verify that identified needs and purchases requested are in compliance as outlined by CDE and maintain integrity with the goals of this district.**
- **The purpose of the proposed expenditures will include salary of the GT Coordinator, the payment of an additional part time person to enter data and help in the development of Advanced Learning Plans, field trip expenditures, school supplies and resources, technology resources, encouraging teacher participation at the CAGT annual conference through payment of registration, and payment of guest speakers specifically brought to 27J to address the following: parent needs, social emotional needs of gifted, and professional development in differentiation**

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.

Financial records are kept with both the GT grant accountant and the GT Coordinator. The grant accountant has copies of each school's approved expenditures to confirm purchases are approved. Quarterly printouts are provided to maintain that proposed budget expenditures are on track. This information is shared regularly with the GT Leaders at monthly meetings.

A resource inventory of materials and equipment purchased with state funds is in the process of being created. Currently, GT Leaders are collecting this information which will then be developed into a district wide resource tool which by 2011 will be on a check out system, similar to a library system.

Student education records will be kept in two locations. The Advanced Learning Plan which has been purchased through Infinite Campus will be the electronic record of each identified student.

(The 27J technology department is in the process of adding the purchased Infinite Campus/ALP program to district systems- this process will be complete by August, 2008). **Additional testing data such as NWEA-MAPs, CSAP and CogAT will also be available on Infinite Campus to continue to inform instruction. A hard copy of this ALP will be printed and added to the file folder containing the student data form. These hard copies will be kept in a centralized location, such as the student cumulative file, to move with the student from grade and school. There will be both an electronic version of the ALP to articulate though grade and a hard copy. The ALP will be shared with family and student at fall conferences to ensure to all parties that grade level articulation or ALP instigation has occurred.**

The system for maintenance, retention and destruction of ALPs will align with and comply to 27J's district policy and the State Archivist's guidelines.

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?

A district policy concerning dispute resolution will be developed by 2011. Currently, the process is individualized but includes scheduling a time to conference with the GT Coordinator, parent or guardian, student, and administrators if requested. These conversations include student and parent concerns, a description of the identification process and what the outcomes of this process might be. Always the underlying concern is whether the appropriate decisions been made in the best interest of the student. Parents are an active part of this process and receive notification through personal contact or letter if necessary. The final decision is made by the GT Coordinator.

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.

**27J Instructional Model
Student Data Form
Advanced Learning Plan**

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:

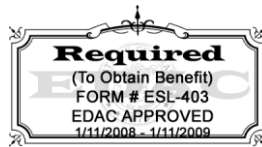
Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

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.



Gifted students' learning and growth ensured by needed provisions and advocacy



**Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011**

BOCES Consolidated Signature Page

Administrative Unit's Name:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:

