

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

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Superintendent's Signature		
Date: _____		

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:

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: All students gifted in language arts will perform at or above the proficient level on the reading CSAP test. Those performing at the advanced level on reading CSAP will increase from 16 % to 23%.

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

reading tests.

Indicator 1B: All students gifted in mathematics will perform at or above the proficient level on the math CSAP test. Those performing at the advanced level on math CSAP will increase from 61% to 68%.

Evidence 1B: Percent of gifted in mathematics students performing at the advanced level on CSAP math tests.

Indicator IC: Students gifted in other areas performing at the proficient level on reading and math CSAP tests will increase from 50% to 57% in reading and 33% to 40% in mathematics.

Evidence IC: Percent of gifted in other areas performing at the proficient level on CSAP reading and math tests.

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.

Community outreach will be a focus for the next three years. It is anticipated that it will take the entire three years to develop a cohesive, comprehensive plan.

In 2008-09:

- ◆ Present August 2008 to Alice Terry Elementary, Fort Logan Elementary, and Sheridan Middle School faculty to ensure staff knowledge of the district's gifted identification process and gifted programming options, including the use of Advanced Learning Plans
- ◆ Post information about gifted education (identification, programming, strategies) on district's intranet system for teacher/administrator use
- ◆ Explore ways to improve communication about identified students using Infinite Campus, the district's student data management system
- ◆ Use ALPs to increase communication about gifted programming beginning in August 2008; mail home copy of student ALP (English/Spanish) with explanatory cover letter; invite parents to provide input on student strengths and challenges/questions/concerns; be available during fall parent-teacher conferences to discuss revisions to ALPs; provide teachers with copies of ALPs; coach/consult with teachers on implementation of ALPs
- ◆ Survey parents to determine what parent programs they would find most beneficial (possibly offer one or two events as a pilot during planning year)
- ◆ Display an information brochure (English/Spanish) on gifted identification in each building's main office
- ◆ Post information about gifted identification and programming on District website (English/Spanish) for parent and/or student use
- ◆ Increase communication, in English and Spanish, with parents through use of parent email and phone calls
- ◆ Explore possibility of including information about gifted programming in school handbooks
- ◆ Gather feedback from stakeholders in April (via electronic, paper, and phone surveys) to determine effectiveness of communication/outreach and revise plan as necessary
- ◆ Check with neighboring districts to find out what they are doing in this area

In 2009-10:

- ◆ Present August 2009 to Sheridan High School faculty to ensure staff knowledge of the district's gifted identification process and gifted programming options, including the use of Advanced Learning Plans

- ◆ Present August 2009 to elementary and middle school staff regarding any new gifted identification procedures/processes and/or programming options
- ◆ Continue communication/outreach begun in 2008-09
- ◆ Implement parent program component, evaluate effectiveness, and revise as necessary
- ◆ Monitor all aspects community communication/outreach plan, evaluate effectiveness, and revise as necessary

In 2010-11:

- ◆ Present August 2010 to staff regarding any new gifted identification processes/procedures and/or programming options
- ◆ Continue communication/outreach begun in 2008-09 and refined in 2009-10
- ◆ Monitor all aspects of community communication/outreach plan, evaluate effectiveness, and revise if necessary

Definition

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

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

Gifted and talented children are those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- ◆ General or specific intellectual ability
- ◆ Specific academic aptitude
- ◆ Creative or productive thinking
- ◆ Leadership abilities
- ◆ Visual arts, performing arts, or musical abilities

Children from all socio-economic groups and ethnic, cultural populations exhibit gifted behaviors.

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).

Sheridan School District #2 is dedicated to providing appropriate educational opportunities that enable ALL students to reach their potential. Therefore, it is the purpose of Gifted and Talented Education in Sheridan to address the unique educational needs of gifted and talented students, so they become productive and contributing members of our community. Sheridan School District #2

is committed to delivering curriculum, instruction, and assessment that challenges and motivates gifted and talented students to achieve at optimal levels. Sheridan's identification process uses multiple criteria to help teachers, counselors, principals, and parents make informed decisions about the learning needs of its gifted and talented students. Our procedures are as follows:

STUDENT REFERRAL AND SCREENING

Any K-12 student may be recommended for gifted assessment at any time by students, peers, parents, teachers, specialists, counselors, administrators, or community members. To ensure that all who may benefit from gifted programming are identified, a grade-level screening is conducted in third grade and sixth grade. In addition, the district gifted and talented coordinator monitors district and building activities and assessment data, watching for exceptional performances.

DATA COLLECTION/ASSESSMENT/STUDENT PROFILE

Intellectual ability, behavior, achievement, and performance data are collected to determine the need for gifted and talented programming. Multiple measures will be used to assess diverse abilities, strengths, talents, and needs. From this data, a student profile is developed, listing strengths, interests, and needs.

EVALUATION/RECOMMENDATION FOR SERVICES/NOTIFICATION/APPEALS

Based on a body of evidence, student need for gifted programming is determined, using CDE identification guidelines. Results of the evaluation are shared with parents and teachers. For each identified gifted student, the district will develop an Advanced Learning Plan (ALP) with input from teachers, parents, and the student. Each ALP will be reviewed, evaluated, and revised annually. A student who does not yet show evidence of need may remain on a watch list and will be reconsidered when sufficient data supports gifted identification and programming. Parents may appeal the decisions of the district's gifted and talented coordinator. The superintendent, or his/her designee, will serve as the arbitrator.

A conscious effort is made to identify students from traditionally underrepresented populations, including culturally diverse, linguistically diverse, economically disadvantaged, and twice-exceptional students, by using assessments that are as unbiased as possible and by working collaboratively with General Education, English Language Acquisition, and Special Education professionals to find and serve gifted students.

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

In Sheridan, gifted and talented students are served primarily in the regular classroom. In literacy K-12 and mathematics 6-12, students with strengths in these areas are grouped for instruction. Using their knowledge of students' prior knowledge, strengths, and interests, teachers adjust curriculum, instruction, and assessment to accelerate and extend learning. The district gifted and talented coordinator is available to help teachers plan, implement, and evaluate this differentiation.

The district restructured its elementary schools; one houses K-2 and the other 3-5. There is a need

to study current best practice in the identification of K-2 students and discuss programming options for that building. The proposal is to form a study group during the 2008-09 school year and develop a plan for implementation in 2009-10.

Differentiated Instruction

Acceleration: Content acceleration occurs in the regular classroom when student readiness for advanced content has been determined by the classroom teacher. Grade-level or subject-specific acceleration is considered on an individual basis and eligibility is determined by each building. Currently, there is no district- or building-approved process articulated or standardized criteria established to aid with decision making.

Content Extension: Content extensions occur in the regular classroom when student readiness for advanced content has been determined by the classroom teacher. There is a need to expand teacher understanding of how to extend content beyond what is presented in teacher instructional guides.

Higher Order Thinking Skills: The need to teach all of our students to think at higher levels has been discussed with teachers at middle school. Preliminary conversations with teachers have begun at the high school and elementary schools. Based on our analysis of CSAP results, this is a critical district need.

Affective Guidance and Counseling

Presently, the district gifted and talented coordinator meets with individual students on an infrequent basis. More attention will be paid to this critical programming component in the next three year. To address the social-emotional needs of the district's gifted and talented students, the district gifted and talented coordinator will

- ◆ Meet annually with students and parents to review, evaluate, and revise ALPs and to further develop self-understanding and self-advocacy
- ◆ Meet with newly identified students and their parents to provide information about the social, emotional, and academic implications of giftedness
- ◆ Meet regularly with small groups of gifted students to address affective needs
- ◆ Develop the expertise of elementary psychologists and secondary counselors on the social, emotional, and academic needs of gifted learners (e.g., perfectionism, multipotentiality, unrealistic goals, emotional intensity, stress, post secondary education/career planning)

Content Extensions

In literacy (K-12) and math (6-12), students with strengths in these areas are grouped for instruction. The district focus for the past five year's has been literacy. For that reason, the content extensions for language arts are more robust that they are for other content areas. It is expected that the options for math and science will increase as district focus is directed to these content areas.

Language Arts: thematic instruction; novel studies; submission of work for competitions/publication; advanced instruction in literature and writing using the state assessment frameworks for guidance; Socratic discussions using Touchstones/Junior Great Books (grades 3-9); extended vocabulary instruction; William and Mary literature units or instructional models (primarily in Competitive Scholars class at SMS); college-level literature and composition classes (offered at SHS)

Math: extensions offered in grade-level textbooks; Saturday classes for gifted elementary students; math competitions (Competitive Scholars at SMS); academic vocabulary project at SMS; college-level math classes (offered at SHS)

Science: extensions offered in grade-level textbooks; Saturday classes for gifted elementary and middle school students; district science fair (offered at SMS); academic vocabulary project at SMS; college-level biology classes (offered at SHS)

Creativity: analogy competitions (Competitive Scholars class at SMS); improvisations in drama classes

Leadership: student government

Performing Arts/Music/Visual Arts: elective classes; school performances; competitions; Saturday art classes for gifted elementary and middle students; District Art Show

General Cognition: increased attention to the importance of higher order thinking in all classrooms

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).

Content acceleration occurs in the regular classroom when student readiness for advanced content has been determined by the classroom teacher. Grade-level or subject-specific acceleration is considered on an individual basis and eligibility is determined by each building. Currently, there is no district- or building-approved process articulated or standardized criteria established to aid with decision making. If district leadership determines that an acceleration plan may be needed, then the following timeline is proposed:

- ◆ In 2008-09, explore need for district-wide acceleration process, examine Iowa Acceleration Scales, and identify exemplary processes used in other districts.
- ◆ In 2009-10, develop criteria to determine eligibility for acceleration, articulate a district-wide process, and seek BOE approval
- ◆ In 2010-11, implement plan when needed

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?

Beginning in 2008-09, all identified K-8 students will have an Advanced Learning Plan which will be shared with teachers, administrators, parents, and students. During the school year, the district gifted and talented coordinator will monitor and coach teachers and students as they work toward the articulated ALP goals. During the identification process and in preparation for the annual review of ALPs, the district gifted and talented coordinator will facilitate the collection and analysis of student data (classroom, district, and state assessments and performances) and stakeholder feedback to make any necessary revisions. By December 2009, all K-12 identified gifted students will have ALPs.

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 this area, all identified gifted students are supported by the district gifted and talented coordinator as well as by secondary counselors and, to a lesser extent, classroom teachers.

In addition, the following options are also available.

At Sheridan Middle School:

- ◆ The TRiO/ETS Project at Arapahoe Community College, a talent search program serving low-income students in grades 6-12 which helps them overcome the financial, class, social, and cultural barriers to higher education
- ◆ A practice ACT is offered in the spring and an individual coaching session explaining the results is led by the district gifted and talented coordinator
- ◆ A annual middle school college night for parents and students is being considered

At Sheridan High School:

- ◆ The TRiO/ETS Project at Arapahoe Community College, program, a talent search program

servicing low-income students in grades 6-12 which helps them overcome the financial, class, social, and cultural barriers to higher education

- ◆ 5-Year planning as incoming freshmen and annual review with counselors
- ◆ SHS College Night
- ◆ College classes offered on campus (English 121/122, Math 121/122, Biology 136, Psychology 101 & 236, Sociology 101, Spanish 127/128, Introduction to Ethnic Studies 101, and Introduction to Criminal Justice 101)
- ◆ 21st Century Diploma Program, a differentiated diploma program which offers students an opportunity to pursue their college/career goals while still enrolled in high school. Students who select the 21st Century Diploma continue their education at the high school, the career and tech school, the community college, or any combination of the above.

Other options are being considered for implementation in the future, including AVID and College Summit.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

In Spring/Summer 2008, an ALP for all identified K-8 gifted learners will be drafted, using a district-developed template. By mid-September, all identified students will have met with the district gifted and talented coordinator to review the ALP draft and goals will be discussed. Information about student interests will be added at this time. Each ALP will be mailed home to parents by the end of September and opportunities to review and revise the document will be made available to parents through phone conversations or individual meetings. The ALPs will be shared with teachers electronically and the district gifted and talented coordinator will monitor their implementation. In Spring 2009, all stakeholders will be asked to evaluate the effectiveness of ALPs and revisions will be based on feedback and attainment of goals.

During the 2008-09 school year, the district gifted and talented coordinator will communicate with other Colorado school districts using ALPs developed by Infinite Campus and Alpine Achievement Systems to determine if such a tool is appropriate for our district use. Of special interest, has either company developed an ALP in Spanish.

In Spring/Summer 2009, an ALP for all identified gifted 9-12 grade learners will be drafted. The review process established in 2008-09 will be followed in 2009-10. Modification to this process may be necessary after two years of implementation.

Programming: Articulation

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

The needs and programming options of the district's gifted students will be communicated in a number of ways:

- ◆ Increased communication with stakeholders
 - ◇ Connecting with parents through phone calls and emails
 - ◇ Articulating student needs through ALPs
 - ◇ Utilizing Infinite Campus, the district's student data management system, to increase awareness of identified students
- ◆ Increased coaching by district gifted and talented coordinator for parents, teachers, and students
- ◆ Increased opportunities for teachers and administrators to learn of the characteristics and needs of gifted learners and to learn strategies proven effective with this population
 - ◇ Presenting an annual G/T update at August faculty meetings
 - ◇ Maintaining a gifted education folder on the district intranet with information about the characteristics and needs of gifted learners for teachers and administrators
 - ◇ Sharing information about the characteristics and needs of gifted learners with new teachers as part of the district's Induction program
 - ◇ Taking on-line Javits courses facilitated by district gifted and talented coordinator
 - ◇ Attending trainings sponsored by other districts, BOCES, and CDE, which address the

needs of gifted and talented learners
Programming: Gifted Students New to the District
What process is used when gifted students move into an administrative unit's district?
District paperwork, which parents must complete when enrolling their students in the district, asks if their student has been previously identified as gifted and has received gifted and talented services. Building personnel in charge of student registration (registrar, secretary, or counselor) then notifies the district gifted and talented coordinator. Paperwork provided by the parents and/or a school/ district is reviewed, and if necessary, the coordinator contacts former schools to determine needs. In collaboration with building personnel, parents, and the student, programming options are explored and an ALP is developed.
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?
In order to measure the effectiveness of the programming articulated in Advanced Learning Plans, attainment of student goals will be monitored and the results analyzed by the district gifted and talented coordinator using a variety of data points to measure student achievement: <ul style="list-style-type: none"> ◇ CSAP and ACT results (Grades 3-12) ◇ District common assessments and teacher unit assessments (K-12) ◇ Teacher, parent, administrator, and student feedback The results of this monitoring and analysis will be used to make adjustments to programming and professional development. The results will be shared with stakeholders (students, parents, teachers, administrators and the Board of Education) annually. Additionally, the district gifted and talented coordinator will check with other districts/BOCES to see how they are evaluating the effectiveness of their gifted programming.
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).
A process to monitor the social, emotional, and/or behavioral development of gifted students will need to be established. <u>In 2008-09:</u> <ul style="list-style-type: none"> ◆ Explore ways in which to monitor student development in this area <ul style="list-style-type: none"> ◇ How can elementary psychologists and secondary counselors help? ◇ What professional development opportunities/training do psychologists/counselors need to assist with social, emotional, and/or behavioral development of gifted students? ◇ How do other districts monitor social/emotional development? How do they measure it? ◆ Develop plan to pilot at one building in 2009-10 ◆ Determine criteria to measure effectiveness <u>In 2009-10:</u> <ul style="list-style-type: none"> ◆ Implement pilot ◆ Evaluate effectiveness ◆ Revise as necessary and expand to at least one other building per year <u>In 2010-11 and beyond:</u> <ul style="list-style-type: none"> ◆ Implement plan ◆ Evaluate effectiveness ◆ Revise as necessary

Additionally, the district gifted and talented coordinator will check with other districts/BOCES to see how they are evaluating the effectiveness of their social-emotional programming options.

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.

During the school year, the district gifted and talented coordinator gathers feedback from stakeholders:

- ◆ Paper surveys have been used in the past, but the return has been poor, so an electronic survey for parents, students, and teachers will be developed, sent, and analyzed in Spring 2008-09 (and each subsequent year)
- ◆ One-on-one conversations with stakeholders have been used in the past, and while these are labor intensive, the benefits in terms of relationship building and information gathering are valuable, so they will continue

At the beginning of each school year, the district gifted and talented coordinator analyzes student achievement data (BEAR, DIBELS, CSAP, ACT) from the previous year. This information is shared with students, parents, teachers, and administration. This data is used to make adjustments to student programming and professional development for teachers. The results are shared with stakeholders (students, parents, teachers, administrators and the Board of Education) annually.

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.

Tami Hogan coordinates all identification, programming, and professional development for the district's office of gifted and talented education. She has a master's degree in special education with an emphasis on teaching gifted and talented students from the University of Northern Colorado. Her duties include:

- ◆ advocating for G/T and advanced students at the building and district level
- ◆ coordinating services for G/T students in the district
- ◆ developing, implementing, and evaluating the district's G/T identification procedures and programming options
- ◆ developing, monitoring, and evaluating advanced learner plans (ALPs) for gifted students
- ◆ providing high-quality professional development for teachers and staff to learn how to work effectively with high-ability, high-potential students in the regular classroom
- ◆ communicating with parents and students about how the district can best meet student needs
- ◆ collaborating with other professionals to ensure that challenging curriculum and instruction is offered to all students
- ◆ continuing to learn and grow professionally as a G/T specialist

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?

A district priority is the development and retention of highly qualified personnel. Informal district surveys and national trend data suggest that few teachers have pre-service training in meeting the needs of gifted learners. To increase awareness and skills, the district gifted and talented coordinator, who has a master's degree in gifted education and a Colorado gifted specialist endorsement, will

- ◆ Present a G/T update to each building at the beginning of the year
- ◆ Maintain a gifted education folder on the district's intranet with information about the characteristics and needs of gifted learners for teacher and administrator use
- ◆ Share introductory information about the characteristics and needs of gifted learners with new teachers as part of the district's Induction program
- ◆ Coach teachers on the use of Advanced Learning Plans to inform their classroom instruction
- ◆ Facilitate on-line Javits courses which address the needs of gifted learners
- ◆ Offer opportunities to attend trainings sponsored by other districts, BOCES, and CDE

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?

There will most likely be little time to devote to this element of the state plan during the next three-year cycle. Sheridan would be willing to work with other metro-region districts, especially in the areas of advocating for serious reductions in tuition for GT graduate work and developing university mentorships for advanced students, especially those who will be first-generation college students.

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.

SALARIES: Due to district budgetary constraints, state gifted and talented funds will go toward the salary of the district gifted and talented coordinator (\$10,431). *DISTRICT COMMITMENT: The district will pay the balance of the coordinator's salary and benefit.*

PROFESSIONAL DEVELOPMENT AND TRAINING: State gifted and talented funding will be used to send teachers, instructional coaches, counselors/psychologists, and the district gifted and talented coordinator to local and/or state gifted education trainings (\$1000) and to purchase professional journals/materials to advance research-based best practice with highly able learners (\$1000). Funds will also be spent on substitutes for teachers attending professional development opportunities (\$960). *DISTRICT COMMITMENT: Administration will support the release of teachers, coaches, and counselors to attend professional development opportunities that focus on the*

educational needs of advanced learner and to encourage their staff's participation in on-line learning courses offered by the district gifted and talented coordinator.

ACTIVITIES ASSOCIATED WITH GIFTED AND TALENTED EDUCATION: At the district level, funds will be spent to purchase assessment materials necessary to identify gifted students. (\$300) Opportunities for the district gifted and talented coordinator to collaborate with elementary, middle school, and high school classroom teachers will be actively pursued, especially in the area of literacy and mathematics. The district gifted and talented coordinator also annually sponsors the district art show, and some state funds will help offset the expense of this event which draws a significant number of talented artists (\$300). At the elementary level, Saturday extension programs in science, math, and art will continue (\$1500). The annual camp-in at the Denver Museum will be organized again this year (\$450). At the middle school level, the district gifted and talented coordinator will host brown-bag lunches, seminars, and/or workshops on issues relevant to gifted middle school learners. Funds will also be used to support the Competitive Scholars Program. (\$250) If students are interested, an after-school reading program for high-end learners will continue, led by the district gifted and talented coordinator. The expansion of the Saturday extension program to middle school will offer science and visual art classes. (\$1000) At the high school level, the district gifted and talented coordinator will work with administrators and counselors to insure highly able student avail themselves of advanced placement opportunities. **DISTRICT COMMITMENT:** *The district pays tuition for students who have exhausted current curriculum offerings, so they may take classes offered by ACC or other area colleges or universities.*

MATERIALS AND SUPPLIES: The requested money will be used to purchase office supplies, paper, postage, and copying/printing, for communication with administrators, teachers, students, and parents as well as miscellaneous materials to support activities sponsored by the district G/T office, such as consumable G/T testing materials (\$1340). **DISTRICT COMMITMENT:** *Some G/T photocopying expenses are covered by individual buildings.*

EQUIPMENT: No state funds are being allocated. **DISTRCT COMMITMENT:** *With the successful passage of the district's bond election in November 1996, funds are now available to update technology in the district. Each teacher and administrator has a laptop or desktop computer; all are networked. The district gifted and talented coordinator has access to district databases via the district network which greatly aids in tracking student achievement data and clerical efforts, such as updating student records regarding gifted services, monitoring student schedules, attendance, and behavior, or generating labels for mailings. As time permits, additions will be made to the gifted section of the district's website to help inform all stakeholders.*

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.

In Sheridan, all financial records are maintained by the Business Office. The district gifted and talented coordinator is sent monthly financial statements and submits an end-of-the-year report to the Colorado Department of Education, which details how district and state gifted and talented funds were expended. No state gifted and talented funds have been spent on equipment for the past eight years. When they were, an inventory of the equipment purchased was maintained by the Business Office. Official student records are kept in each building. The district gifted and talented coordinator maintains a file on each identified student, which includes assessment data, a record of parent and student contacts, and a duplicate cumulative file insert. This file is destroyed when a student graduates. If a student leaves the district prior to graduation, the file is considered inactive and kept until the student's graduation date, when it is then destroyed.

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 present their case to the superintendent if they disagree with the decision of the district gifted and talented coordinator regarding identification and programming. The Superintendent or his/her designee shall have the final determination regarding placement of students in district programming for the gifted and talented. (Board Policy IHBB revised November 27, 2007)

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.

**Sheridan Program Plan
Sheridan Budget 2008-09
Sheridan ALP (English)
Sheridan ALP (Spanish)**

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*