

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

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



Section I: State Performance Plan (SPP)

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

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

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

Goal Area I: Student Achievement - Targets

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

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

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

Goal Area I: Student Achievement – Record Keeping

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

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

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

Goal Area I: Student Achievement – Assessment Tools

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

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

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

Goal Area II: School Capacity – Training and Programming

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

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

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

Goal Area II: School Capacity – Personnel

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

12.02 (1)(f)(i)

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

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

12.02(1)(f)(i)

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

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

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

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

Goal Area II: School Capacity – Professional Development

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

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

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

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

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

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

Goal Area III: Representation in the Gifted Population – Categories

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

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

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

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

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

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

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

Goal Area IV: Partnerships – Parents

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

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

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

Goal Area IV: Partnerships – Higher Education

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

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

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

Goal Area V: Unique Populations – Early Childhood

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

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

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

Goal Area V: Unique Populations – Support Structures

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

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

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

Goal Area VI: Supervision and Monitoring

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

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

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

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

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

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

Goal Area VI: Administrative Unit's CIMP Targets

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

Indicator 17A:

Indicator 17B:

X Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

X Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: Students gifted in language arts making their targeted gains of one or more years of growth as indicated by CSAP reading will increase from 80% to 90%.

Evidence 1A: Percent of gifted in language arts students making a years growth (or more) from one year to the next on CSAP reading test.

Indicator 1B: Students gifted in mathematics making their targeted growth gains of one or more years of growth as indicated by CSAP math will increase from 69% to 75%.

Evidence 1B: Percent of students gifted in mathematics making a years growth (or more) from one year to the next on CSAP math test.

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.

Parent involvement is paramount in Cherry Creek and even more so in Gifted Education. We use a variety of means to include and inform our parents of programming and identification, such as:

- **Web site: includes definition, identification process, programming options and information on parent groups and resources.**
- **Newsletter: A standard newsletter article is run in all elementary and middle schools' newsletters, alerting parents to the identification process and the solicitation of their input into the process.**
- **GT Brochure: A more generic GT brochure has been developed outlining common characteristics, the district definition of gifted, programming options, and a philosophy statement is available to parents. This brochure has been produced and translated into SEVEN languages (Spanish, Russian, Korean, Vietnamese, Mandarin-Chinese, Arabic, and English).**
- **Gifted and Talented Advisory Council- An open forum for parents to attend that is held three times a year in the late afternoon/early evening. The function of this group is informative, sharing the work that is going on in the district, highlighting different GT programs at our schools, and allow parents a place to go to ask questions.**
- **ChCAGT- This is the Cherry Creek parent association that is a branch of the Colorado Association for Gifted and Talented. Membership is open to all parents. This group provides parent education/programs three times a year.**
- **Parent Liaison- Cherry Creek employs a parent liaison, Julie Gonzales, who works with parents and families on how to negotiate the system and to best communicate with their child's' teachers and schools. Julie also does presentations, at schools' requests, to Pecos.**

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.

I believe they are the same. See below:

The Cherry Creek School District has established guidelines for identifying students eligible for gifted education and advanced learning services. The district defines gifted and talented students as:

- Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of

their age, experience, and/or environment.

- These children and youth exhibit high performance capability in intellectual, creative and/or artistic areas, may possess an unusual capacity for leadership, or excel in specific academic fields. These students require services beyond the rich and varied services normally provided by the regular classroom.
- Outstanding talents are present in children and youth from all cultural groups, across all economic strata and in all areas of human endeavor.

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).

Cherry Creek uses a "Body of Evidence" approach to identification. The final criteria for identification are developed at each site based on a preponderance of evidence against its student population. Below is the process we use:

Step 1: Referral

GT Teacher	Parent	Reg. Ed. Teacher	Peer(Optional)
-Achievement Data*: Levels NNAT Other	- Newsletter - Parent Survey	- C.C. Check list - Recommendation Based on Clsrm Performance	- Muffs

*Should be at the 95% OR
Top 10% of class

Suggestion: Prior to giving the regular education teachers the Cherry Creek Check list (especially third grade teachers) meet with the entire staff to go over the instrument and talk about different types of students (not always the obvious kid).

Referral process will net an initial group of students to screen. Additional information will need to be gathered for this group by going through the steps listed below (Building the "Body of Evidence").

Step 2: Data Gathering

Use the Body of Evidence Folder to guide GT teachers in the collection of data in the four areas.

Aptitude: CogAT, N-NAT, Other

Achievement: CSAP, ALT, ITBS, Other

Behavior: Screening Checklist, Renzulli/Westberg (ask classroom teachers to complete on referred students), Kingore Inventory, Anecdotal Notes, Parent survey, other.

Performance: Portfolios, Products, Performance Tasks, Grades, Other

Step 3: Review Data and Make Determination

Once all the data has been collected on each student being considered, convene an identification committee. This committee should consist of, at least, the GT Resource Teacher, a regular education teacher (particularly at third grade), a specials teacher, and a building administrator. The more eyes you have on the data, a better the decision will be.

You are looking for the “preponderance of evidence” that indicates that this student needs something beyond the regular classroom opportunities. As a committee, you can assign the following determinations:

- The student is considered gifted. They must be designated as GT-R (reading), GT-W (writing), GT-M (math), GT-S (science), or GT-O (other).
- The student does NOT qualify as a GT student. After examining the data, it appears that the student’s needs can be met in the regular classroom.
- The committee could not make a decision, and more information needs to be gathered. This may be the case when there is not a clear cut answer and the committee would like to review the next set of data to help in making a determination.

Step 4: Communication

Once a decision is made by the committee, all constituencies need to be informed. This is done through a letter to the parents (see attached). At this time, three copies of the letter need to be produced (no matter which of the three decisions was made). The letters need to go to:

- Home to the parents.
- Filed in the GT teacher’s “Body of Evidence” folder.
- Filed In the students cum file (in addition to the notice of an additional file for the identified GT students- see attached)

Internally, notification must be given to the staff as to the results of the identification process. Each year, the GT teacher needs to alert teachers to the identified students in their classes and review the students’ program goals.

All of the student data collected as part of the identification process, should be entered into the ENCORE system. If a student is designated as “gifted” the system will generate a PLP (Personal Learning Plan) that will need to be completed.

Step 5: Programming

For each student who is identified a “Personal Learning Plan” (PLP) must be completed. The completion and maintenance of this form occurs in the ENCORE system and is the responsibility of the GT teacher (unless otherwise agreed upon at the school level). No matter what the process,

it is the responsibility of the GT teacher to ensure that the process is completed.

This PLP should be completed using a variety of information. The information should include, but not be limited to:

- Student need
- Student data
- Programming and services offered at your school
- Services offered from the district
- Be based on best practices
- The Multi-Tiered Programming Model
- Affective needs should be considered
- The parents and classroom teacher

Step 6: Assessment and Evaluation

Each year student progress should be monitored and the PLP updated. Ultimately, the goals for GT students in the district are for those students to be at the “advanced” level of CSAP in their area of exceptionality, and minimally at the “proficient” level of CSAP in all other areas. Each year the student’s target gain in his/her area of strength should be “maintained” to indicate growth. Those students who do not maintain at the “advanced” level should have their PLP modified to indicate support services and interventions to help the student reach the goals indicated.

Step 7: Appeals Process

Each school should develop an appeals process. This process could include reconvening the Identification Committee and reviewing the student’s data, collecting additional data and/or providing other opportunities for the student to indicate their areas of strength.

In addition to the process described above, a brochure titled “Q & A Gifted Identification: Real Questions form Real Parents Concerning Gifted Education” has been developed to answer most of parents’ questions concerning the identification process. This brochure is included in all letters that are sent home concerning the outcome of the process (see attached).

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: See attached graphic.

Differentiated Instruction

We base our model on Gayle Gregory’s and Carolyn Chapman’s work. We have designed the following card to help teachers with their planning:

Elements for Planning Differentiation

✓ **Checklist:**

- **1. Climate**
 - Safe
 - Nurturing
- Enc
 - encourages Risk-Taking
 - Challenging
 - Collaborative
 - Respectful
- **2. Knowing the Learners**
 - Cultural Differences
 - Readiness for Learning Goals
 - Interests
 - Learning Styles
 - Multiple Intelligence Preference
- **3. Assessment (Formal or Informal)**
 - Pre-Assessment:
 - Observing Students
 - Inventories
 - Journal Writing
 - Quizzes/Chapter Test(s)
 - _____
 - On-going Assessment
 - Observing Students
 - Inventories
 - Journal Writing
 - Quizzes/Chapter Test(s)
 - _____
 - Summative (End of Unit)
 - Chapter Test(s)
 - Standardized Tests
 - Performance Tasks
 - _____
- **4. Flexible Grouping**
 - Total Group
 - Alone
 - Paired
 - Small Group Designs:
 - Learning or Intelligence Style Groups
 - Interest Based Groups
 - Cooperative Learning Groups
 - Project Groups
 - Readiness or “Ability” Groups
 - Peer-Peer Tutoring
 - Multiage Groups
- **5. Instructional Strategies**
 - Brain Research-Based Strategies



- Focus Activities
- Anchor Activities
- Graphic Organizers
- Role Play
- Jigsaw
- Cubing
- Centers
- Contracts/Agendas
- Tiered Assignments
- Web Quests
- Menus
- _____
- _____
- _____
- _____

(Office of GT Education, 2006)

For the last two years we have conducted the Differentiation Project where a teacher leader in each building is provided 4 days of training on differentiation, a stipend and 10 days of release time to serve as a resident “expert” for his/her colleagues at his/her school—promoting good instruction for all students and helping to support and change teacher behavior.

Our district also employs two district level Differentiation Coaches who work with individual schools, teachers and conduct workshops.

Affective Guidance and Counseling

At two of our high schools, Cherry Creek and Overland, we are piloting an “Underachievement” group to provide the support needed for students who are not being successful in school.

Content Extensions

Cherry Creek school district is a site based district. The content extensions are handled individually by schools through the regular class and by the GT resource teacher.

At the district level, we do offer “enrichment” classes in the form of our program “Inside/Out.” These are classes open to identified GT students, or those with a strong recommendation, on various topics related to the curriculum. These classes are offered three times a year, during Fall and Spring Break and for two weeks in the summer. Currently, the program is for elementary students, but this summer we are piloting a middle school component.

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).

Students are accelerated in several ways. The first is providing different materials and/or resources, the next is the content the students are using in the classroom, the third is through dual enrollment and the last is through grade skipping. For grade skipping, see the attached process.

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?

Just like the identification of students, we use a Body of Evidence in looking at students and designing the appropriate programs for students. This would include, but would not be exclusive to: CSAP, MAP, NNAT, DRA2, classroom assessments, teacher observations, input from parents, etc.

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?

For students that go beyond the classes offered at one of our comprehensive high schools, the students are afforded the opportunity to attend a class at the college and university level. In addition, all of our high schools have in excess of 25 Advanced Placement classes, and two of our high schools offer the International Baccalaureate Diploma Program, each providing students the rigor of college level classes.

For students who successfully complete our Math/Science Institute at Overland High School, they are guaranteed admission to the Colorado School of Mines.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Each Advanced Learning plan goes through two cycles. The plan is developed in the spring to outline the programming and the needs of the student for the following school year. These plans are passed on to the next years teacher, or electronically to the next level of schooling. In the fall, the plans are reviewed to ensure the appropriate plan is in place, and new CSAP data is included to be sure that students are making adequate growth and are performing at the expected level. If the student has not made the intended growth or performing at the expected level, the Advanced Learning Plan is modified to include the targeted areas of need that are then focused on in order to provide the best instruction to the student. If the student does not demonstrate adequate growth or is at a level commensurate to his/her abilities for two years in a row, the student is then referred to the RTI process.

Programming: Articulation

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

All of the student's GT records, including the process for identification and the learning plans, are electronically passed along from teacher to teacher, school to school and year to year. This information contains the programming needed for the student. At times of school transitions, the middle school GT teachers do meet directly with the elementary school GT teachers.

Programming: Gifted Students New to the District

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

When a new student enters the district and is registered, they are asked about special programming. If the student has been identified as GT in another school district, the GT teacher at the receiving school will enter the student into our system. No further testing is completed. If the student was identified in another school district, we just include that student in our GT program and base his/her services on the data and recommendations available.

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?

Teachers at the school level use a variety of assessments and strategies to be sure that students are making adequate growth. At the district level, we start with CSAP to ensure students are performing at an expected level. As described in the section concerning Advanced Learning Plans, these documents take on a major role of monitoring student progress. GT teachers are responsible to be sure that students are performing at the advanced level on CSAP in their areas of strength. If they are not, the plan is amended to target areas of deficit. Each school monitors the progress of all students including the gifted.

Evaluation and Accountability: Social and Emotional

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

The students emotional/social development is monitored at the school level. Students participate in affective activities throughout their educational career. If a problem is noted, the students are referred to the RTI process or to the mental health personnel available in each school.

Evaluation and Accountability: Program Evaluation

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

First, much of the evaluation process is done at the school level through the Accountability Committee. More tailored to each program, the GT teacher examines his/her school data for students and sets goals for program improvement. Those goals are shared with the Director of Gifted Education. At the district level, all GT teachers examine district data to identify strengths and weaknesses to our program and collectively set goals for district improvement. These goals greatly influence the staff development that is offered and the direction of our monthly meetings. The goals are shared with parents, through our Advisory Council for input and feedback.

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.

At the district level:

- Director of Gifted Education and Advanced Learning- oversees program.
- Project Development Specialist- Primarily works with parents and runs the Inside/Out

Program

- Differentiation Coach- Works with teachers on helping with Universal Instruction
- USTAR coordinator and coach- Works with schools to implement program and coach teachers
- High School Specialist- works with parents and staff on articulation, programs and as a liaison

to the District GT Office.

At the school level:

Elementary- At least a half time position at every school.

Middle School- At least a high time position at every school.

HS- a liaison at every school to monitor students and communicate with families and district office.

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:

X 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?

This fluctuates depending on the teacher's background and experience, and it responds to the data on students so that we can develop staff's skills around areas that may be a weakness. This year the following classes were offered:

"Best Practices in Gifted Education"- A book study, primarily targeting new teachers to the role of Gifted Education.

"Advanced Literacy Strategies'_ An Action Research class based on student data.

"Building a Body of Evidence for Identifying and Serving Gifted Students"- this class is required to all new GT teachers but is open to any teachers in our district.

"Online Differentiation Module"- In conjunction with CDE.

"Online Social and Emotional needs of Gifted Students"- In conjunction with CDE.

These are formal classes offered and does not include the staff development that is provided GT teachers at our monthly meetings, nor our Differentiation Project that was described earlier in this document.

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?

Higher education could be helpful by providing more accessible classes.

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.

First, the overall department budget is discussed as a part to the whole during our District Accountability Meetings. Every program is discussed and the rationale for the allocations. All of the district budgetary information, as a result of the above processed, is published in two documents: *Financial Plan, District* and *Financial Plan, Individual Schools and Departments*. These publications are distributed to all schools and the schools share the documents at their individual accountability meetings. These documents are also posted on the District's web page.

Most of the GT department budget, about 84%, is allocated to teacher salaries and benefits, having at least a half time teacher in all elementary and middle schools and a liaison at the high schools, along with district personnel. The remainder of the budget is decided upon by the Gifted Education Leadership team. Once the budget is completed, it is shared with parents at our GT Advisory Council as informational but also wanting feedback.

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.

All records are kept in accordance with District Policies and State guidelines. Specifically, student records are maintained as outlined in policy JRC and JRC-R. All of the GT records are maintained in our electronic system, ENCORE. The only teachers that have direct access to this information are the GT teachers.

A hard copy of our current PLP (Personal Learning Plan) for GT students is attached, along with the Programming drop down menu.

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?

Please see section on "Identification," step 7 "Appeals process." There is not district procedure, but each school develops their own process that would involve reconvening the committee and the principal. In the letters that are sent home to families concerning the result of the identification process, parents are encouraged to contact the school if they have any questions about the process. If there is no resolution at the building level, the appeal comes to the district office. Ultimately, the final decision rests with the Director of Gifted Education. In my three years in this position, I have

never had to mediate this issue.

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.

None at this time.

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:

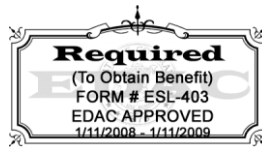
Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

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:

