

**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.

Currently all formally identified students have an Advanced Learning Plan. This plan is maintained in our electronic student information system, Infinite Campus. Each school's G/T Facilitator is required to develop the ALP collaboratively with any teacher working with that student to provide G/T services for each student in their building. Each ALP must contain at least one academic and one affective goal for that school year. More can be developed should the teachers deem it necessary. Each goal is evaluated once a year and the new plan is then developed. Parents receive a copy of this plan upon identification and before October 1st every year thereafter. Students sign the plan indicating that they have discussed the goal with their teacher and understand what is expected of them. The electronic ALP also allows for G/T facilitators at the school to document all meetings held during the school year that impact the student's G/T performance and/or ALP.

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:

Increase the percentage of G/T students scoring Advanced on CSAP whose strength area is Reading to 100%.

Evidence 1A: Analyze CSAP data by school and by district during PLC meetings.

Indicator 1B:

Increase the percentage of G/T students scoring Advanced on CSAP whose strength area is Math to 100%.

Evidence 1B: Analyze CSAP data by school and by district during PLC meetings.

Indicator 1C:

Increase the percentage of G/T students scoring Advanced on CSAP whose strength area is Writing to 100%.

Evidence 1C: Analyze CSAP data by school and by district during PLC meetings.

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.

Communication will be provided to the parents and the community by multiple means. First, a 60-

member Gifted & Talented Advisory Council (GTAC) serves as a critical component for guiding the District G/T Coordinator in determining the needs, issues and concerns of parents/schools around G/T services and programming in LPS. Each school has a parent rep and a G/T teacher representing their school on the GTAC. The Executive Committee is made up of two elementary parent reps, two secondary parent reps, an elementary principal, a secondary principal, a Board of Education member, a Community-at-large member, the current Chair of GTAC (always a parent elected by the Council), the past-Chair, the Chair-elect, and the District G/T Coordinator. GTAC also serves in a critical advisory role to the Board of Education in making decisions around not just G/T services but also all instructional/operational decisions. (See attached bylaws)

LPS's district website is another critical source for providing information to parents and the community at large. Currently it is difficult to find this information. One goal for 2008 is for this to be revised and have more information available for visitors of the website to see.

A district brochure (see attached) explaining G/T identification and programming is currently available and will be translated into Spanish during 2008. This brochure is printed by the District G/T Coordinator and available at every school and will be on the district website as well.

A G/T facilitator at every school is responsible for providing G/T ID and programming information to parents, staff and administrators at their respective schools through Curriculum nights, G/T nights, their local school website, school newsletters, Faculty meeting presentations and any other means they feel is viable and appropriate to ensure equitable access and comprehensive understanding about LPS's G/T program.

Two – four times a year, additional parent meetings are held with various guest speakers (both local, state and nationally known) about topics relating to G/T including twice-exceptionality, emotional issues related to giftedness including Asperger's Syndrome, Bi-Polar Disorder, perfectionism, underachievement, etc. The topics are determined by Charges selected by the GTAC and approved by the Board of Education. Some of these topics have been identified through a collaborative effort between the GTAC and the Student Support Services Advisory Committee (Special Ed) in order to increase understanding of the needs of twice-exceptional students by both populations.

Future plans for improving the communication of the G/T identification process and services to underrepresented populations such as ELA and Twice-Exceptional by creating a local school Tool Kit of materials, presentations, etc., to be used for staff and parent trainings.

Some additional items available are: G/T Teacher Handbook, G/T Parent Handbook, Acceleration Brochure, and coming in the fall, the minutes of the GTAC on our website.

Definition

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

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

Identification

Identification
 Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.
 What are criteria used for determining exceptional ability and eligibility for gifted services?

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

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?
What method/s will ensure equal and equitable access to all students?

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

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

The district G/T assessment process includes four specific steps (see attached flowchart):

1. Student Search

The student search begins when the school G/T facilitator trains their school staff about the needs and characteristics of gifted students so that they can begin to search for students who may be in need of g/t instructional services. The search is broadened by "casting a wider net" through district wide assessments that bring forth the names of other candidates that might not typically be identified in the classroom. In addition to local school training, the District Coordinator conducts information sessions with other key groups such as ELA teachers, Special Education Teachers, School Psychologists, and Principals and Assistant Principals.

2. Nomination

During the nomination step, the G/T facilitator begins to collect a body of evidence on the nominated student. This evidence helps the local school review team (made of up the G/T facilitator, an administrator or their designee, classroom teachers working with that student, and any other person the team deems necessary to determine what assessment tools/processes should be used to provide the student with an equitable evaluation as well as to bring forth any pertinent information that may assist in making the most appropriate decision around the need for G/T services and identification for that student. Please note that anyone (including parents, teachers, administrators, other G/T students, etc.) can refer a student for the review team to consider. Students can also be referred as a result of the Child Study process. Students who come from another G/T program are automatically referred for consideration. Some students are also referred as a result of the district wide assessments given throughout the year. These include the Cognitive Abilities Test given to all 3rd and 6th graders in September, the Measures of Academic Progress (MAPS) given in grades 3-10 in reading and math. The MAPS test is an adaptive nationally normed achievement test given twice a year. Local schools are currently piloting the MAPS test in grade K-2. Once nominated for further evaluation by the Review Team, parents are notified by means of a system letter seeking consent to evaluate the student. No assessment cannot proceed with written approval by the parent.

3. Identification

Students in LPS are evaluated for G/T identification using the LPS Hexagon. This Hexagon (see attached) looks at six specific areas for evidence of a need for G/T services. These areas include student aptitude, student achievement, student motivation to learn, observable student behaviors, student interest, and student performance. These areas incorporate all of the areas of the state definition for G/T. In order to be formally identified as G/T, a student must meet the criteria in three of these six areas. One of the three areas MUST include aptitude or achievement at the 95th percentile or above on a nationally normed test.

A tremendous amount of effort and research has gone into providing teachers with both test and non-test measures in all areas of the hexagon except aptitude which is entirely tests. To ensure equity in aptitude, however, a large number of assessments (both group and individual) that measure verbal, nonverbal and quantitative abilities are available (See attached Assessment Chart of Resources). Teachers will continue

to need more training in how to administer and interpret these assessment tools. This will occur over the next three years and in the future as this pool increases.

4. Service Match

When the Identification process is completed a body of evidence is then presented to the local school review team to determine a) if the student meets the criteria for formal G/T identification and b) what instructional services are needed for that student based on the findings. It is important to note that a service match should occur EVEN when the student is not formally identified as G/T. It is about matching instruction to student needs. The results of this decision are then communicated to the parents. For those students formally identified as G/T an Advanced Learning Plan (ALP) is then developed. Once a student is identified, parents must sign a formal Eligibility Form before G/T services can begin. A copy of this signed form is maintained in their G/T file.

All of the information around this process is communicated as explained in the section above on Community Outreach.

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 LPS the following structures are the primary source for our continuum of services:

Consultation and/or coaching

Cross-grade grouping

Inclusion in the regular classroom

Multi-age classes

Pullout classes

Special classes or seminars

All of these structures allow for advancement or acceleration in content or skills by means of various grouping strategies including the following:

Cluster grouping

Cluster grouping for talent groups

Ability or achievement grouping

Multi-age grouping

Interest grouping

In addition to the aforementioned structures, LPS also makes provisions for the following additional acceleration practices:

Early Entrance into Kindergarten and First Grade

Early graduation

Advanced Placement courses before grade 11

Content Acceleration

Grade Skipping

Differentiated Instruction

The following within class accommodations are used for differentiation for instruction:

- Accommodations for strength areas
- Alternative instructional strategies
- Contract learning
- Curriculum compacting
- Pre/post testing
- Individualized plan

Affective Guidance and Counseling

The following strategies will be used to provide affective guidance and counseling:

- Address specific social skills
- Advanced college planning
- Autonomous learner model
- Career planning
- Electives/seminars
- Guidance/counseling programs
- Infusion of identity parallel in content
- Leadership programming
- Self-advocacy training

Content Extensions

All classes for g/t instruction will incorporate goals for depth, complexity, achievement and higher-order thinking skills in the following content areas: Language Arts, Math, Science, Creativity, Leadership, Performing Arts/Music/Visual Arts, and General Cognition via the following means as determined by student need and interest:

Enrichment clubs before, during and after school; field trips; speakers; exploration studies; competitions including Math Olympiad, Science Fairs, Destination Imagination, Vocal and instrumental competitions, Brain Bowl, etc.; the use of technology to explore areas of interest, variations in products to demonstrate knowledge acquisition and growth; individual projects; independent studies; and other activities identified by local schools and parents.

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).

In LPS, there is a specific process around the various types of acceleration (see attached documents/flyers). Content acceleration is determined by a body of evidence which may include student assessment data both formative and summative, individual student performance, individual student portfolios, teacher recommendation, and student/parent request. Grade skipping is driven by a specific administrative process (see flow chart in attachment) which begins with the completion of the Iowa Acceleration Scale to determine the viability of the student candidate for consideration. A school team working with the parent must make the final decision and the District G/T Coordinator may be called in as a resource to assist and support as needed. Early Entrance into Kindergarten and First Grade is driven by a detailed process developed by district preschool and early childhood teachers, elementary G/T facilitators, and elementary principals. It was recently revised in 2008 to align with new state rules around the definition of early entrance. (The description for that process is attached.) All decisions around these types of acceleration include a body of evidence containing both quantitative and qualitative data.

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?

Both formative and summative data is used to make decisions for matching programming options to student strengths and interests. These decisions are documented in the student’s individual Advanced Learning Plan (see attached sample) which is developed annually and maintained in Infinite Campus, our student information system. This data includes CSAP, MAPS, Cogat data, system and teacher developed assessments, individual student performance and interests. The ALP is reviewed annually with parents and students and signed by the student thus documenting their understanding and personal commitment to the goals that have been developed for them. Each individual ALP contains a minimum of one academic and one affective annual goal for each student. The ALP can be accessed at any time for revision and ongoing documentation of conferences and meetings pertaining to the yearly goals for students.

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?

Career planning and goal development is important for students. At this time each local school determines the activities that take place in this area, such as career days, guest speakers, etc. A more strategic process needs to be developed to assist students at the elementary level since we don’t have guidance counselors in our elementary schools. Middle school is somewhat better due to the availability of guidance counseling services.

In terms of pre-advanced placement, each high school has a process for testing/auditioning for advanced placement classes prior to high school. A review team at the high school then makes the decision after reviewing the data and consulting with the middle school.

Post-secondary/Joint enrollment opportunities are available to any LPS student who is interested and/or qualifies based on the enrolling agency’s requirements.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

As mentioned in previous sections all formally identified g/t student receives an Advanced Learning Plan (ALP) developed at the time of placement and reviewed annually. The ALP documents G/T services to be provided for that school year as well as a minimum of one academic and one affective goal for the student. Parents received a copy of this plan for all newly identified G/T students at the time of placement. The plan is maintained electronically in Infinite Campus, our student information system. The format for the plan was developed over a one year period by LPS’s G/T facilitators with input from parents, regular ed teachers, administrators and LPS’s GTAC. Starting with 2008-2009, plan goals from the previous year will be reviewed and new goals will be written at the same time. This revised plan will be sent home to parents no later than October 1st of every school year. A sample of the ALP is attached.

Programming: Articulation

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

Transition meetings are scheduled annually between elementary and middle schools and middle and high school teachers as a routine practice in LPS. G/T facilitators supplement these meetings by holding an additional meeting with the G/T facilitator of the incoming students. They may choose to also hold parent meetings for those students.

A two transition meetings are schedule by the district G/T coordinator for the G/T facilitators to meet at the Educational Service center to exchange student records and discuss individual student cases as needed.

At this time very little articulation takes place between post-secondary institutions and high schools in

terms of gifted education. This can be turned into an opportunity to improve.

Programming: Gifted Students New to the District

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

A central registration process allows for parents of all-incoming students to indicate if their child has been identified as G/T or has participated in G/T services in a previous district. This information is then forwarded on to the District G/T Coordinator who then logs it in and contacts each local school G/T facilitator to ensure that the student is brought forward for consideration for G/T identification and services in LPS.

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?

LPS uses several measures to monitor student achievement. CSAP data is disaggregated in many ways to look for trends that reflect successful instruction. All schools participate in the Professional Learning Communities process and have ten designated late state dates in order to meet within their schools across multiple groups, including but not limited to grade level, multi-level, content area, etc. During these days teachers are expected to work together to review a variety of student data to identify successful instructional practices, areas of need/concern and share ideas. They look at both formative and summative assessment.

The Measures of Academic Progress (MAPS) are given at all schools in grades 3-10 to monitor student progress from beginning to the end of the year. This adaptive assessment allows a student to demonstrate their level of proficiency without a grade level ceiling. During PLC days all certified staff members look at that data as well. MAPS provide teachers with a variety of reports from the individual student level to district level. Student reports also show all data from any previous MAPS assessments they have taken so that progress over multiple years can be seen. Teachers can look at their class reports and see content strands and the level at which their class is performing for the purpose of differentiating instruction to meet their class/students' needs. They can then use the Descartes Learning Continuum to identify instructional strategies for the various levels and content strands.

In addition to the local school work, district level personnel disaggregate data from the same assessments to look for district trends by a wide array of criteria including grade level, ethnicity, gender, poverty, school and programs including G/T. The District Coordinator reviews data in the ALP routinely to identify successful practices/methodology at the various schools around G/T programming as well as goal completion. Other data analyses by the G/T Coordinator include disaggregating CSAP data around G/T students' strengths as determined by their eligibility criteria, performance on the CogAT in grades 3 and 6, and G/T student performance across schools, school levels, grade levels, and other state comparisons.

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).

This is the most challenging area for us at this time. With the revision of the ALP, an opportunity has been created for us to begin reviewing how we can monitor the social and emotional progress of our G/T

students. Certainly anecdotal information is available to us now but the need to gather quantitative data in this area is something on which we need to work.

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.

Currently the primary source of feedback for program evaluation within LPS is obtained through periodic surveys of our schools and anecdotal information from parent/teacher reps on our GTAC. Local schools choose from time to time to conduct their own program evaluations but a specific strategic program evaluation design would be the best means by which to gather productive effective feedback in addition to GTAC feedback.

This new feedback cycle should include information from students, teachers, parents, administrators and the community. It can be done in the form of an electronic survey which would facilitate data analysis. It should also be done annually to begin to look at trends longitudinally.

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.

Each school has a designated G/T facilitator appointed by their principal. The G/T facilitator is responsible for identifying new students, all record keeping including ALPS, educating faculty, staff and parents about the G/T program in LPS and collaborating with all classroom teachers who have gifted students in their rooms. These facilitators meet approximately once a month as a group with their District Coordinator to discuss various topics dealing with both administrative and instructional issues. The agenda for these meetings is developed by the facilitators collaboratively with the District Coordinator. G/T facilitators are also required to attend the monthly meeting of the Gifted and Talented Advisory Council (GTAC) representing their school. They work with their administrator to select the parent rep for their school who will serve on GTAC. All G/T facilitators are expected to be trained in G/T identification and characteristics, differentiation of instruction for G/T students, and analysis and interpretation relating to the assessment of G/T students for both ID and progress monitoring. They are responsible for communicating to all stakeholders at their buildings the importance of G/T services and are required once a year to present information about G/T services and its impact on all students to their local school accountability committee. The District Coordinator does the same with the Board of Education once a year. (A copy of their specific job description is attached to describe in further detail all of their various duties and responsibilities.) Paraprofessionals DO NOT provide direct instruction of any kind to G/T students but may assist facilitators with various aspects of record keeping including copying, filing, etc.

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?

Qualified personnel are required to serve as local school G/T facilitators. Many of them have advanced degrees in gifted education and/or extensive experience in working with gifted students. Currently two of our G/T facilitators have obtained the Colorado G/T endorsement. The District Coordinator is qualified in the field of G/T through various advanced degrees, twelve years of serving as a G/T Coordinator at the district level, and holds a G/T endorsement from the state of GA. She is working to obtain the Colorado G/T endorsement by the end of 2008-2009. The District Coordinator is responsible for managing the program plan.

Starting in the fall of 2008, G/T online modules will be offered throughout the district to increase the number of teachers with specific training in G/T. A survey of G/T facilitators will determine what additional professional development they need to improve their work with G/T students and in their role. Additional opportunities will be determined by analyzing student data and other data related to the instruction, programming and counseling of gifted students. The Curriculum, Instruction and Assessment (CIA) department does a wonderful job of being inclusive in identifying how these three areas can be improved for all students including G/T. They work diligently to ensure that all students have what they need to perform at their optimal level.

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?

Several of our teachers have participated in cohort degree programs in gifted education at the University of Northern Colorado. In order to increase this number more funding must be available for professional development in this area. At this time, many teachers cannot afford the expense of going back to college.

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.

Once local schools have identified specific needs around G/T instruction, this information is then given to the District Coordinator to review. That review will yield a variety of choices which are then prioritized by the school G/T facilitators collaboratively with the District Coordinator. This information is then shared with the GTAC for further input. The final decision around budgeting for G/T lies with the District Coordinator and approved by the Assistant Superintendent for Student Support Services and the Superintendent. LPS supports G/T by providing an additional 900% from local funds that pay for

instructional positions dedicated to specifically serving G/T students at each school in addition to a fulltime District Coordinator.

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.

- See attached policy and procedures around G/T record keeping.
- See attached copy of the ALP.

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?

This process is currently under development and should be completed by the end of the 2008-2009 school year.

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.

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.



Copy, complete signatures and mail to:

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