

**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 Rtl 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: The percentage of students gifted in language arts moving from PP or P on CSAP or district benchmark testing to P or A in reading will increase by at least 5% per year through 2011. The number of schools included will begin with sites of the district's Highly Gifted Program and be phased in to include all elementary and middle schools by 2011.

Evidence 1A: Percentage of students gifted in language arts scoring Proficient or Advanced on CSAP or district benchmarks in reading.

Indicator 1B: The percentage of gifted students in the district's Highly Gifted Program scoring Advanced on CSAP or district benchmarks in writing will increase at least five percent per year through 2011.

Evidence 1B: Percentage of students in the Highly Gifted Program scoring Advanced on CSAP or district benchmarks in writing.

Indicator 1C: The percentage of gifted students identified for math scoring Advanced in CSAP or district benchmarks will increase by at least five percent per year through 2011. The number of schools included will begin with sites of the district's Highly Gifted Program and be phased in to include all elementary and middle schools by 2011.

Evidence 1C: Percentage of gifted students identified for math scoring Advanced in CSAP or district benchmarks.

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.

Information regarding gifted and highly gifted identification is provided annually to all elementary and middle school students in the form of a flyer that includes GT characteristics and is distributed to all students in the district in both English and Spanish. If information is requested in other languages, translations are provided whenever possible. This flyer also advertises the opportunity for parents to join the GT Advisory Council. DPS screens all students for gifted identification on the Raven's in grades two and five every spring. All parents receive notification of this screening as a part the identification process and receive results detailing if their child has been identified and in which areas. GT parents are often members of in-school CSC committees. A parent checklist is a part of the gifted identification process and is distributed to parents by teachers and GT in-school representatives. Parents, teachers or others may bring students to the attention of GT representatives if they feel a student needs to be assessed for GT identification. This assessment can occur at any time. The Highly Gifted Program and the Advanced Kindergarten program applications include extensive parent input. Trained GT personnel in the schools communicate with parents and often hold parent education meetings including a well-received parent GT book study in Spanish.

The GT district web page includes information for parents and staff on GT characteristics, magnet applications, resources, best practices and DAG/T and GT Advisory Council contacts. Information regarding in-school gifted programming, the magnet Highly Gifted Program and the Advanced Kindergarten Program and associated information evenings are available on our web page, in the all-district Choice brochure and on the district Early Education and School of Choice Department web pages. Central staff provides newsletters and flyers regarding parent opportunities in the district and state. Many individual schools produce flyers or brochures highlighting their gifted education services. The central office maintains an extensive library of current GT information for staff or parents. Central staff attends

district and community school fairs and places newspaper ads in the community regarding GT services and magnet programs available in the district and holds nine information nights for parents throughout the district. Letters and applications with stamped, self-addressed envelopes are also sent to GT students encouraging them to apply to the central magnet program. Staff provides programs and information as requested by the Denver Assn. for Gifted and Talented and the district GT Education Advisory Council. Recruitment for both of these parent groups occurs on an ongoing basis.

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?

In the Denver Public Schools, "gifted and talented children" means those students whose demonstrated abilities, talents and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. These students perform, or show the potential of performing, at remarkably high levels in intellectual, specific academic, or creative areas when compared with others of their age and experience. Gifted and talented children are present in all student groups, regardless of gender, economic status, ethnic, or cultural background.

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

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

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

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

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

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

IDENTIFICATION

In keeping with district policy to provide multiple program options and a continuum of GT services, there are two levels of gifted and talented identification in the Denver Public Schools. Students are identified as GT (approx. top ten percent) for in-school services or as HGT, highly gifted and talented (approx. top one to three percent), to participate in a magnet program for students with the most extreme needs. In both identification processes, referral for identification is accepted from any source including teachers, parents, community members, peers, and self-nomination. Multiple criteria are used for both processes. A single identification instrument cannot be used to identify a student, nor can a single identification instrument be used to exclude a student. At this time, we are exploring ways to identify students at the high school level even though there is no GT staff in high schools.

Information regarding GT and HGT is provided annually to all elementary and middle school students in the form of a flyer that includes GT characteristics and is distributed to all students in both English and Spanish. If information is requested in other languages, translations are provided whenever possible. Gifted and talented education representatives in the schools are responsible for GT identification, administering GT and HGT testing instruments, and collecting identification data from all possible sources. They are provided training and a detailed manual for identification and service options that includes characteristics of gifted students and GT characteristics in underrepresented populations. They also provide in-school staff development as scheduled in their schools. Teacher, parent and student checklists used in the identification process include GT characteristics.

The GT district web page includes information for parents and staff on GT characteristics. Central staff and outside speakers provide staff development to GT representatives and teachers that includes GT characteristics. The central office maintains an extensive library of current GT information pertinent to identification for staff or parents.

Early Entrance and Advanced Kindergarten

The district tests students for early entrance to kindergarten based on academic, social/emotional and skill readiness. The GT Department screens students who apply using the K-SEALS, three observation “stations” and parent anecdotal application information for full-day, tuition-based, advanced kindergarten classrooms housed in eight elementary schools throughout the district. The K-SEALS and other kindergarten readiness assessments are used for early entrance by the Early Education Department. We typically receive 350 applications per year.

Gifted and Talented Identification Process

All students comprise the initial screening pool for identification. Even though GT identification and screening occurs every fall, students can be identified at any time during the year at any grade level. Because the Raven’s Test of Progressive Matrices is a non-verbal and un-timed instrument, it is considered to be unbiased for students who are not fluent in English and is administered to ALL third and sixth grade students every year and to new district students. Parents are informed that the Raven’s will be administered and are also informed of GT identification. GT representatives in schools are encouraged to find and serve the top ten percent of each school even if students in the top ten percent are not formally identified as gifted and talented in the district. Data on GT and special education students has been cross-referenced to find twice-exceptional students. Poverty, language acquisition, special education status and enrollment in a low or unsatisfactory school are considered in identification through a centralized process accessing student information for GT representatives.

Students are identified by GT representatives according to district-wide identification policies in the areas of general intellectual, specific academic or creativity. Specific academic areas are indicated for language arts/reading, math, social studies or science. The information can be updated if new information regarding student strengths is available. This information is shared with classroom teachers and follows students in their cumulative files. For GT identification, a student must have at least three indicators from

the list below. At least one indicator must be an objective measure.

Also see Denver-PPAttachment_08-11-GT Identification Worksheet submitted by GT in-school representatives.

Teacher checklists	Raven's Test of Progressive Matrices
Parent inventories	CogAT, DAS, WISC, Binet, (if available)
Exceptional products or performances	Standardized Achievement Tests (90 th %ile)
Self or peer nominations	ITBS/Aprenda
Specialist recommendations	CSAP (Advanced)
Student interviews	Reading inventories
Teacher observation index, after training (Kingore)	Publisher's or district pre-assessments
Torrance Circles/Lines	All-district assessments

Highly Gifted Identification Process

Anyone may nominate a student for the magnet Highly Gifted Program in grades one through eight. GT representatives are responsible for referring appropriate candidates and sending letters home to encourage nomination for students who have scored in the 95th percentile or higher on the Raven's. Letters are also sent to home addresses centrally. Referrals also come from classroom teachers and specialists, community members, Special Education, Psychological Services and Child Find. In 2007-2008, 1,500 nomination forms were received.

The following testing instruments are used for screening and qualification: Raven's Test of Progressive Matrices; CogAT Verbal; CogAT Quantitative, CSAP, reading inventories. The CogAT Verbal is not administered to students who are receiving ELA services. Other indicators include a detailed nomination form asking for information regarding characteristics and performance indicators of highly gifted students, teacher recommendations and any other information provided including the possibility in the future of standards based report card results, student or parent interviews, and products or performances. Nomination forms are available in six languages and letters are sent home in Spanish when needed. Nominations needed in other languages are translated. Poverty, English language acquisition are considered in identification. DPS does not accept private psychological testing for equity reasons. This program accepts students who are in the top one to two percent on the indicators used. Comparable school-administered testing is accepted from students not currently in district schools. ***Please see Denver-PPAttachment_08-11-HGT Decision Sheet.***

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

Advanced Kindergarten Program

This is a program housed in eight elementary schools. It is an all-day, tuition-based program for students who have already mastered many or most of the skills taught in kindergarten. Students entering this program are currently not identified as gifted and talented.

Gifted and Talented Programming

New for 2008-2009, most elementary and middle schools will receive \$95 per identified gifted student to

supplement their GT services if the school does not have offset funding. All elementary and middle schools in DPS receive a .25 GT teacher allocation to help provide a designated GT representative to be responsible for identification who also attends GT staff development, helps prepare a school plan for GT services and helps provide specific services and/or GT staff development in the school. GT services can include: in-school GT staff development on differentiation strategies, GT characteristics and affective needs; pull-out programs for GT students based on extensions to classroom learning aligned to standards and individual academic needs; curriculum resources to classroom teachers for GT and advanced students; resources and options for advanced students within district curriculum initiatives; coordination and information on district enrichment activities; mentorship or distance learning opportunities; information regarding appropriate district options for students; and parent education. *Please see Denver_PP Attachment_08-11 Principal's Packet* for more information on each school's GT Plan development.

Schools may use their .25 allocation in one of three ways: 1) to help fund a .5 GT representative; 2) to access a .25 GT Itinerant specialist from the central office; or, 3) to convert the allocation to dollars and design a plan that provides a stipend for a GT representative and as many services as possible. Services vary widely and may include GT staff development, classroom differentiation strategies, acceleration, cluster grouping, flexible grouping, curriculum compacting, distance learning, co-curricular and enrichment activities, clubs, mentorships, independent study, interdisciplinary projects, research projects, separate GT and accelerated classes, GT student advocacy, and GT parent communications and programs. GT representatives work with classroom teachers to extend curriculum and consider options to meet individual student needs. District extensions have been compiled in association with the Curriculum Department for Everyday Mathematics and Connected Mathematics.

Highly Gifted Program

This magnet program is available in grades one through eight at eight elementary schools and one middle school. Identified highly gifted are clustered in an all-day program providing trained teachers and an academic and intellectual peer group. This program is designed for district students with the most extreme general intellectual and academic needs. All students in the program have an ILP in academic and affective areas. Curriculum is accelerated, compacted and/or differentiated as needed. William and Mary units and academic tutors for advanced students may be used. In-depth research and projects, interdisciplinary units and options based on student interests are incorporated whenever possible.

Other District Options Appropriate for GT and/or Academically Advanced Students

The district has a **Twice Exceptional Program** for students in grades 3, 4 and 5 that is housed in one elementary school and is currently expanding to the middle school level. This program is for students who are identified both as special education and gifted students with mild/moderate needs. Appropriate GT choices are also created in neighborhood schools or district magnet schools that match student strengths and interests in addition to district-wide School of Choice. **District Options: Elementary--** Three International Baccalaureate/Preparatory Magnets; two fundamental academies; three Montessori schools; dual language schools; High Strides/Enrichment Model elementary; expeditionary learning schools, many charter schools; and, school-designed programs clustering GT students or offering a particular focus. **Middle School--** Three International Preparatory or IB Magnets; School of the Arts; Montessori magnet; High Strides Program; CAP gifted program; International Studies Magnet school; school-designed programs clustering GT and advanced students; many AVID programs; expeditionary learning and other charter schools. **High School--** International Baccalaureate Program; "X" (Accelerated) and AP classes; Post-Secondary Options; School of the Arts; Career Education Early College and career options; International Studies Magnet; two Computer Magnets; a charter Math/Science magnet; school-designed programs focusing on areas such as a communications; and charter schools. **Other Opportunities:** The district literacy plan provides flexible grouping and appropriate reading levels based on pre-assessment; DPS has an on-line school and other distance learning options; there is a district policy for appropriate grade level acceleration and math acceleration; and Community Resources, Inc. provides classroom speakers, mentorships and special events in schools.

Enrichment Opportunities

The GT Department organizes specific district events that are appropriate for many gifted students including the DPS Shakespeare Festival, Destination Imagination, History Day, Mathletics, the Shafroth Speech Competition, Brain Bowl, Spelling Bee, Science Fair, and the Young Authors' Conference. Other district opportunities include speech tournaments, Science Olympiad, Geography Bee, MathCounts, MESA, chess and special interest clubs, drama, student council, in-school science fairs, art shows and competitions, and many others.

Differentiated Instruction

Key strategies as presented in district staff development: pre-assessment; compacting; content or grade level acceleration; open-ended tasks; tiered instruction; student contract learning; authentic projects; flexible grouping; learning centers; product options; research and independent study. Differentiating instruction is a primary topic in all central staff development for in-school GT personnel, Highly Gifted Program teachers, and regular classroom teachers.

Affective Guidance and Counseling

Staff development is provided to all GT in-school personnel and Highly Gifted Program teachers on the characteristics, nature and needs of GT students. GT in-school personnel provide staff development to classroom teachers. The GT department has a part time psychologist on staff to talk with parents. GT representatives and parent organizations often provide programs for parents and teachers on affective needs.

Content Extensions

Language Arts: Junior Great Books; pre-assessment and appropriate reading levels in district literacy plan; Young Authors' Conference; Shakespeare Festival; National History Day; Speech tournaments; spelling bees; Geography Bee; mentorships; Constitutional Scholars/We The People; AP/IB classes; school newspapers; clubs; journals; writing anthologies; foreign language options, field trips.

Math: Exemplars; written extensions; textbook extensions; honors classes; acceleration in grouping; tiered classes; Mathletics/Mathcounts; AP/IB classes; math/science magnet school; clubs.

Science: Science fairs; Science Olympiad; math/science magnet school; advanced classes; AP/IB classes.

Creativity: Destination Imagination; project/invention based-units or options; mentorships; student choice in products/projects; Career Education Center options

Leadership: Student Council; student clubs

Performing Arts/Music/Visual Arts: Denver School of the Arts; new K-12 arts school at Kunsmiller; specific classes and in elementary through high schools; art fairs; drama opportunities; speech tournaments; Shakespeare Festival; all-city band/orchestra; in-school band; Career Education Center options; Shakespeare Trivia Bowl; field trips; film competitions; School News

General Cognition: Socratic Seminar; Junior Great Books; research-based projects; Brain Bowl; mentorships; Q-Tasks (librarians); invention units

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).

The Iowa Acceleration Scale is often used. There is a specific district policy for whole grade level acceleration requiring a several month review involving parents, teacher, principal, and student. Math acceleration involves a similar process after proven mastery. Pre-assessment and district benchmarks are used for particular content areas. All schools have data teams to review student achievement and mastery. GT representatives participate and provide appropriate input and services when possible.

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?

Each GT in-school representative and the central GT department generate and disseminate data regarding student identification in strength areas to guide appropriate class placement and student clustering where appropriate. In-school data teams and classroom teachers review district benchmarks, reading inventories, CSAP, other classroom assessments, extensions and enrichment options in determining appropriate programming. The standards-based report card also provides information on each child's achievement level and growth.

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?

The AVID Program is used throughout the district. All high schools have "X" and AP or IB courses, some open to all students with a built-in support structure. Post Secondary Options are widely available and widely used and encouraged in all high schools and in DPS Early College options. In DPS, a small percentage of Post Secondary Option opportunities are also available for students younger than eleventh grade. Information about it is distributed through counselors.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

We are in the process of developing and deciding on our advanced learning plan. We will begin in 2008-2009. We are looking at the model already developed by Infinite Campus and deciding on implementation or changes. We are also looking at a model that will be user-friendly and reasonable for classroom teachers and can be on-line and follow the student easily. Students in our Highly Gifted Program have always used a modified ALP that designates one academic and one affective goal for each semester or year. GT in-school representatives currently complete a form that documents identification information, identified strengths and yearly services and follows each student in their cumulative folders. This document follows listed A-H CDE Programming Options. ALP's will be completed by classroom teachers with input and guidance from GT representatives and district staff development. They will involve parents and begin with the first parent conference and be reviewed at the last parent conference.

Programming: Articulation

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

The cumulative folder documentation described above follows each identified student through grade twelve. An on-line ALP will replace this documentation. In-school teams, classroom teachers and GT representatives collaborate on individual student needs. The GT department and in-school GT representatives provide GT identification information to schools and individual teachers and also use this information in creating the school GT plan and each ALP. Information regarding articulation, especially in math, is currently provided for the transition from middle school to high school and from elementary school to middle school. GT identification information including student strength areas is currently communicated to GT representatives and schools for all grade levels. It is sent to schools yearly from the

central office and GT representatives can also access updated information at any time.

Programming: Gifted Students New to the District

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

We accept comparable identification from another district. While formal GT identification and district wide GT testing occurs in the spring, it is ongoing during the school year. GT representatives can assess and test new students at any time. Since the district tests and assesses all students in grades two and five every year, GT representatives are also required to assess and test students new to the district in other grade levels at this time.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

Student growth is measured based on a body of evidence including CSAP, district benchmarks and classroom assessments and students are monitored in these areas. Individual student growth is now sixty percent of a new district accountability/evaluation plan for schools. This is also a part of goals teachers write for DPS ProComp (pay for performance). The achievement of gifted students has always been reported to the state in the accreditation process. The standards based report card looks at individual growth throughout the year. ALP's will be monitored first at the school level with classroom teachers taking on the majority of the responsibility. Parents will automatically be a part of the monitoring process. Ideally, the success of ALP goals will be evident on an on-line ALP. It will be important for the results of on-line ALP's to be easily tabulated for the entire district, if possible. Results can also be communicated through GT representatives. Determining how this will be done at the high school level will be a huge challenge.

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 has mostly been monitored through surveys and anecdotal information from teachers and GT representatives who often advocate for these student needs within a school. In the Highly Gifted Program, the ILP always included one social/emotional goal for the year. It is our intention to continue that process with the examples listed above as possible documentation.

Evaluation and Accountability: Program Evaluation

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

The academic growth of gifted students is monitored in CSAP and district benchmark testing. New district school evaluations will include individual student growth as the most important factor. Some evaluation for the magnet programs is anecdotal and based on student enrollment and retention and teacher retention. Parents give written feedback when choosing not to enroll in a magnet program or leave a program. Parent feedback has also been gathered primarily through surveys at the end of the year

and through individual in-school monitoring and GT plan formation/evaluation. Staff development is evaluated through teacher written feedback at the end of staff development sessions.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

All personnel who provide instruction are licensed or endorsed teachers according to NCLB requirements as are all GT in-school representatives. Some central staff involved in department management, budget, secretarial, or enrichment activities are not licensed or endorsed and do not provide direct instruction. There are no paraprofessionals in the GT district program other than classroom support personnel to teachers in the Highly Gifted Program.

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?

GT qualifications are always listed as preferred, primarily because we have never been able to find enough personnel with GT qualifications, experience or coursework to fill all positions. District teachers can be "department qualified" through the central GT department if they have GT experience, district GT staff development or any outside GT background. All teachers and GT representatives must be highly qualified under NCLB in core subject areas. Experience GT teacher and management staff are responsible for the program plan.

We plan extensive staff development every year. Teachers in the Highly Gifted Program have opportunities every summer and some opportunities throughout the school year. We hold a GT Resource Fair (similar to a conference) every year with many breakout sessions that is open to all teachers and primarily attended by in-school GT representatives. We have between four and eight monthly staff development meetings each year with GT representatives on topics such as differentiation; district identification and testing; twice exceptional students; GT student characteristics and affective needs; and district enrichment activities and curriculum extensions. We usually bring in at least two national GT experts each school year. Itinerant GT teachers meet an additional time one day per month for staff development, to share ideas, to have GT book discussion groups, or to plan GT professional development units for ProComp. We have offered courses for the last four years in differentiation for GT students that

are open to all classroom teachers. All sessions have been filled with outstanding feedback. Central staff also supports all GT representatives in schools who provide GT coaching at the school level for all classroom teachers. Central staff also provides direct staff development on all GT topics in schools as requested. GT in-school representatives also have access to our extensive GT central library and to a district GT manual providing suggested services, best practices and all information regarding their responsibilities. Please see *Denver_PPAttachment_08-11_GTManual Table of Contents* to review the extensive information provided.

Upcoming staff development will need to focus on developing, implementing and evaluating ALP's. This staff development must filter down to all classroom teachers in the district either through in-school GT personnel or central staff development. We will attempt to bring GT into the RTI conversation through staff development and documents to help in the formulation of ALP's. We will continue to focus on student characteristics, affective and career planning needs, enrichment and extension opportunities, differentiating instruction in all subject areas; twice-exceptional students; identification; and measuring student growth. We will continue to focus on the needs of highly gifted students for teachers in that magnet program and on staff development for teachers in the Advanced Kindergarten Program. We will continue to provide help to district teachers to attend GT conference and staff development opportunities in the community and state. We are adding staff to the GT department help in all GT staff development and to focus on incorporating the need of GT students into all district staff development.

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 help by increasing the number of course offerings particular to gifted and academically advanced students. Increased and flexible opportunities for the GT endorsement would also be helpful. We are already involved with colleges in mentoring opportunities for students.

Budget: Narrative

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

Most district expenditures in GT (87%) are budgeted for licensed and endorsed teachers in Highly Gifted Program classrooms and also for GT in-school representatives and GT itinerant teachers, which involve programs planned and approved by the district. Schools are very involved in choosing and planning their GT programs and preparing their GT plans and budgets for approval each year. This year, we also worked with principals, parents and district staff on developing Student Based Budgeting for gifted students, resulting in an additional \$95 following most GT students, in designing a new identification process for the Highly Gifted Program and in adding another Highly Gifted Program site and an additional Advanced Kindergarten classroom. Principals of schools ranked "Excellent" meet monthly to discuss issues pertinent to GT programs and high achieving students and schools.

As described above, most GT funding goes directly to schools and classrooms in the form of licensed and endorsed teaching staff. The remainder is used for staff development and staff development time for GT teachers; materials, supplies and activities for students; and identification, testing and enrollment

expenses. DPS matches over seven times the state allocation without including all of the magnet and school choice options in the district that are appropriate for GT students, any AP or IB expenses, any expenses for the arts, and most expenses for enrichment opportunities.

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.

Student identification records are kept centrally through high school for all students. Records are kept both electronically and in paper form. Financial records are kept in the GT department and also are kept centrally for overall budgets. The district's ALP has not been finalized. It will be submitted once finalized. It is our intention to have an on-line ALP that follows students throughout their school careers. The ALP in use now in the Highly Gifted Program specifies one academic and one affective goal per semester or year and is signed by teacher, parent and student. The GT cumulative insert for gifted students includes all identification information and student strengths and indicates all GT services received by a student through grade twelve in the following areas: program structure; advanced curriculum; in-class differentiation; grouping; acceleration; affective programming; independent studies/mentors; and enrichment.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Parents are informed of GT identification and strength areas at the school level. Few disagreements arise and are handled at the school level primarily with the GT representative and classroom teacher. It is an informal process reviewing a student's body of evidence for identification and adding additional information if new information is available. The final decision is made either at the school level or centrally according to district identification policies and requirements and parents are informed in writing.

For the Highly Gifted Program process, a meeting is held each year for all concerned parents to describe the process and the testing with an opportunity to discuss any issues one-on-one with district staff. Concerns may also be address over the phone. A review of the entire body of evidence and test results is offered to any concerned parent. The final decision is made by central GT staff according to identification policies and requirements. At this time, additional testing or information is not a possibility for HGT identification. Something may be added to replace the individual I.Q. testing that was offered prior to this year to students who were close to qualifying. Parents are notified by mail regarding all test scores, enrollment and identification for this program.

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.

Additional attachments:

GT Identification Worksheet
HGT Decision Sheet
Principal's Packet
GT Manual Table of Contents

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:

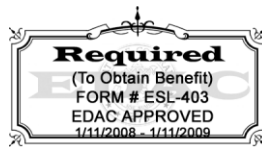
Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
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CDE Contact Persons:

Jacquelin Medina
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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.



**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	

