

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

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<b>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.</b>	
<b>Section I: State Performance Plan (SPP)</b>	
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>	
<b>STATE PERFORMANCE PLAN    For Information, Guidance and Technical Assistance</b>	
<b>Goal Area I: Student Achievement - Targets</b>	
<i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i>	
<b>Indicator 1:</b> 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.	
Evidence 1: Percent of administrative units moving toward locally determined targets.	

**Goal Area I: Student Achievement – Record Keeping**

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

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

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

**Goal Area I: Student Achievement – Assessment Tools**

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

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

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

**Goal Area II: School Capacity – Training and Programming**

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

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

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

**Goal Area II: School Capacity – Personnel**

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

*12.02 (1)(f)(i)*

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

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

*12.02(1)(f)(i)*

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

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

*Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

**Goal Area II: School Capacity – Professional Development**

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

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

Evidence 7: Percent of administrative units implementing professional development.

**Goal Area III: Representation in the Gifted Population**

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

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

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

**Goal Area III: Representation in the Gifted Population – Categories**

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

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

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

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

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

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

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

**Goal Area IV: Partnerships – Parents**

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

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

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

**Goal Area IV: Partnerships – Higher Education**

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

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

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

**Goal Area V: Unique Populations – Early Childhood**

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

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

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

**Goal Area V: Unique Populations – Support Structures**

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

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

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

**Goal Area VI: Supervision and Monitoring**

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

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

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

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

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

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

**Goal Area VI: Administrative Unit's CIMP Targets**

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

**Indicator 17A:**

**Indicator 17B:**

x  Check here if not applicable

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

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

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

**Goal:**

**Indicator 18A:**

**Indicator 18B:**

x  Check here if not applicable

## Section II: Elements of the Program Plan

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

Directions:

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

### Local Student Achievement Indicators

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

#### Examples of Student Achievement Indicators

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

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

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

#### 2008-09

**Indicator 1A:** Students gifted in language arts performing at the advanced level on CSAP reading will increase from 44% to 50%.

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

**Indicator 1B:** Students gifted in language arts performing at the advanced level on CSAP writing will increase from 45% to 50%.

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

**Indicator 1C:** The percent of students gifted in “Other” category will increase performance on the CSAP reading test from 28% advanced to 33% advanced.

Evidence: Percent of students gifted in “Other” category performing at the advanced level in reading.

**2009-10**

**Indicator 2A:** Students gifted in language arts performing at the advanced level on CSAP reading will increase from 50% to 55%.

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

**Indicator 2B:** Students gifted in language arts performing at the advanced level on CSAP writing will increase from 50% to 55%.

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

**Indicator 2C:** The percent of students gifted in “Other” category will increase performance on the CSAP reading test from 28% advanced to 33% advanced.

Evidence: Percent of students gifted in “Other” category performing at the advanced level in reading.

**2010-11**

**Indicator 3A:** Students gifted in language arts performing at the advanced level on CSAP reading will increase from 55% to 60%.

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

**Indicator 3B:** Students gifted in language arts performing at the advanced level on CSAP writing will increase from 55% to 60%.

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

**Indicator 3C:** The percent of students gifted in “Other” category will increase performance on the CSAP reading test from 33% advanced to 38% advanced.

Evidence: Percent of students gifted in “Other” category performing at the advanced level in reading.

**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.

Gifted programming options are communicated through the district GT homepage, newsletter, parent information night, building GT parent information nights conducted by gifted resource teachers, and ALP meetings with parents. The identification process (screening, assessment instruments and eligibility) is accessed via the GT homepage, GT district newsletter, district parent information night, building GT parent information night conducted by gifted resource teachers, staff meeting presentations made by building gifted resource teachers, principal presentations made by district GT facilitator, board rules and regulations written by district GT facilitator, GT building plan (data collected) and district SIP, etc. Engagement opportunities for parents are fostered and implemented by parent information nights, district GT Advisory Committee, parent evaluation surveys and ALP parent conferences. Parents provide input about their student's strengths and challenges by completing the parent ALP survey, and during ALP conference meetings during the fall. Parents from under-served populations are contacted through the above options, including letters translated in their native language and interpreters during presentations. Some schools use their ELL teachers to explain the identification process to parents who are dominant in a language other than English. Concerning ALP's, a parent and student survey is sent home asking about strengths, interests and challenges, etc. The survey is then used to help write the ALP. The strengths and challenges are also addressed during the initial ALP meeting. The following are steps that will be taken in the future to improve our communication: create a district brochure describing the identification process (for parents), station a person to share identification and programming information during parent back to school nights, share information about the identification process and assessment instruments through building newsletters, weekly folders, data folders, school website and/or building letters to parents.

### Definition

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

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

### Identification

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

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

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

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

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

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

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

1. District 11 has an eligibility process that is written and included in district rules and regulations. The process ensures that there are a variety of ways to become considered for eligibility: referral/nomination process at each building, screening, review of test data, etc. Concerning screening, the CogAT is administered at the third grade level to all students. (The Naglieri is administered to all ELL students at third grade.) Students may be identified in reading, writing and math, and other. The KBIT is also used, along with supporting data including checklists, CSAP, Map, WISC-4, RIAS, etc. Currently, 97% constitutes eligibility on subtests of CogAT, and 95%-96% on CogAT subtests, Naglieri and/or KBIT subtests require at least one piece of supporting evidence; e.g., advanced on a specific CSAP subtest, 95% or higher on a Map subtest, etc. We identify twice exceptional children (gifted and special education or 504) based on the same gifted identification process. We are currently revising our eligibility process, and expect to have the new system in place for the next school year. The current eligibility process addresses the talent areas of academic and intellectual. Next school year, the district will create an identification process for the visual/performing arts, creative thinking and leadership. The assessment tools will be mostly informal instruments including portfolios, auditions, checklists, etc.
2. An identification matrix is created for each identified GT student. The matrix includes all test results, including the area/s identified (strengths). The same results are visible on the first page of the student's ALP. These results are used to determine a student's programming, including interest options and goal setting. A parent and student survey is also sent home to each ALP student, helping the GT and classroom teacher determine the student's interests including possible project topic area/s.
3. District 11 implemented U-Stars in one of their lower economic elementary schools to increase the number of underserved students identified. During the next several years, the district plans to increase the number of low-income elementary schools that implement either U-Star or its principles. This would include teacher referrals, administering the Harrison Observation form and teachers and GT teachers being trained to identify characteristics of under-served gifted students. The key is that each school must develop a climate that fosters growth and beliefs that all students can excel. This will include a counseling component that encourages advanced under-served students to accept being bright. Diversity training will also be included in the schools-which may include a book study or presentations. In several of our AVID programs, gifted students who meet the requirements are placed in the program and non-gifted students who are excelling are nominated for further testing. The district also administered the Naglieri as a screen for third grade ELL students. School psychologists communicate to their building GT teachers when a student has received an IQ verbal and/or nonverbal score of 95% or higher; e.g., twice exceptional children.
4. The ALP team varies at each building. Many of our buildings use a collaborative approach- parent, student, classroom teacher and GT teacher. Several of our schools use their RTI teams to help develop the ALP as a vehicle to identify interventions for a specific achievement goal. After the CogAT third grade results have been returned, gifted resource teachers meet with the district GT leadership team to review potential candidate scores and determine eligibility. This occurs during December. Students who are being considered (and not participating in the third grade CogAT screen), have their data reviewed by the district GT coordinator and the GT teacher.
5. The identification process including eligibility is posted on the district webpage and described during parent information nights and in the district GT parent newsletter. Once a student has been tested and an eligibility decision has been made, the district sends a letter to the parents identifying whether the student has been identified or not. During the ALP process, the parents are sent a survey to identify needs of their child; e.g., interests, etc. Parents are also invited to a conference in the fall to discuss the ALP, goal/s and the steps that will be taken to meet the goal/s. The parents are also contacted in the spring and notified whether the goal/s have been met or not.

### 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** District 11 provides a continuum of services ranging from differentiation in the classroom to grade acceleration. The ALP identifies goals based on needs and interests of the student, and then identifies the appropriate strategies and program options to meet the goal. There is flexibility at each level. For example, a mathematical precocious student may have his/her needs met in an advanced middle school math class, while the advanced elementary language arts student may be pulled out for Junior Great Books by a gifted resource teacher and work on a two-week independent project facilitated by the classroom teacher. We also offer a range of program options: GT teacher providing support to the classroom teacher, self-contained GT programs, honors classes, IB, AP, post secondary enrollment, etc. Program options are described on the district GT website, during the district parent information night and in the district GT parent newsletter.

**Differentiated Instruction** Methods include grouping, acceleration and differentiation strategies. Grouping would include cross-grade, flexible, cluster, ability, and grouping by interest and learning style. Acceleration ranges from cross-grade acceleration to one or more grade acceleration. Other differentiation methods involve: tiered activities, tiered products, telescoping curriculum, compacting the curriculum, higher level thinking questions, faster pace, etc. We also offer different program options such as a self-contained gifted program (SAIL), GT teachers assisting general education classroom teachers, advanced courses, etc.

**Affective Guidance and Counseling** The Autonomous Learning Model is implemented at each of the self contained gifted program sites (SAIL: 4-9 grade). Some of our elementary and middle school GT programs implement social/emotional sessions for GT students, and many secondary schools and some elementary schools use counselors to work with gifted students. For example, our U-Star school has a social worker who meets consistently with groups of advanced and gifted students. At the high school level, college/career planning and career goal setting is addressed. The district also provides four parent presentations per year, some of which include topics related to the social-emotional needs of gifted students.

### Content Extensions

**Language Arts:** The following are content extensions in the language arts: literature program of William and Mary, Junior Great Books, Jacob's Ladder (College of William and Mary), independent projects, honors classes, AP literature, IB, CU Gold, interdisciplinary approach (SAIL), and differentiation strategies that include higher level thinking skills, cluster grouping, tiered activities, etc.

**Math:** The following are content extensions in mathematics: acceleration options at elementary, double acceleration options at middle school, independent projects, and advanced programming at high school including honors classes, AP, IB, CU Gold and dual enrollment. Differentiation strategies include higher level thinking skills, problem solving, cluster grouping, etc.

Science: The following are content extensions in science: honors classes at middle school and high school, competitions, AP and IB, CU Gold and dual enrollment options. Differentiation strategies include: higher level thinking skills, problem solving, cluster grouping, etc.

Creativity: District 11 will proceed with a creativity identification system and service component once CDE has generated guidelines for the state (see Goal Area 3, indicator 9). Identification options are: checklists, portfolio and formal standardized assessment. Service options are: creative competitions, mentorship, culminating question (creativity) for students identified in specific content area/s, resource packet for teachers, contests, implementation of creative thinking and problem solving in content.

Leadership: District 11 will proceed with a leadership identification system and service component once CDE has generated guidelines for the state (see Goal Area 3, indicator 9). Identification options are: checklist, nomination process and form, portfolio. Service options are: leadership cadre, service learning, student organizations (student council), independent projects, skill training, competitions, etc.

Performing Arts/Music/Visual Arts: District 11 will proceed with a visual and performing arts identification system and service component once CDE has generated guidelines for the state (see Goal Area 3, indicator 9). Currently, the elementary program has an informal process of recognizing artistic excellence. Since most elementary buildings have an art teacher, the latter uses a checklist to identify art students who need further acceleration. These students are then invited to attend Bemis art classes (after school)- which is an accelerated art program aligned with middle school standards. One of our goals for 2008-09 is to create satellite classes through out the district for children who don't have transportation. Another goal is to flag these (informally) identified students and enter their names into our system so that middle schools are aware of their artistic abilities. In the future, we would like to begin formal identification and service for gifted visual/performing arts students in our two secondary magnet arts schools: Russell and Wasson.

General Cognition (GT students identified in all talent areas): These students are targeted as tier 3 students, and GT teachers are encouraged to spend extra time with these students when completing their ALP. Extensions would include all of the above with the encouragement of an independent project.

#### **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).

District 11 has board policy concerning acceleration. There is also a district retention and promotion manual that describes the steps needed to pursue concerning acceleration. The manual also identifies programming options that align with the Response to Intervention model (RTI). In general, if a student is being considered for grade acceleration, data needs to be analyzed to determine whether there is mastery of present grade expectations, and if there are any gaps; e.g., Map, end-of-year tests, CSAP, etc. Another step is that the Iowa Scale of Acceleration must be completed to determine if the student is ready for acceleration. We also have a cross-grade option, in which students are accelerated a grade in a specific content area and then return to his or her general education classroom for the remaining subjects.

#### **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?

For every identified GT student, a district identification matrix is completed. The matrix identifies the talent area/s of each student, and the results from a variety of different assessment instruments; e.g., Map,

CogAT, CSAP, teacher/parent survey results, Naglieri, KBIT, etc. Most of these assessment results are recorded on the gifted student's Advanced Learning Plan (ALP), too. The identified talent area/s as well as the tier level/s (RTI) are identified on the ALP for each gifted student, and goals and programming that pertain to the identified talent area/s are written and recorded on the ALP. The ALP has pull down windows that provide goal examples for each of the identified talent areas- ranging from academic gains in CSAP to open-ended independent projects with rubrics (interest areas). ALP parent and student surveys are sent home and completed to help identify interests. Thus, a link is established between assessment results, the strengths and identified talent area/s, and the programming that is appropriate.

**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?

We have a pre-AP program at two of our middle schools. All of our high schools provide counseling and college preparation planning for gifted students. Two of our high schools offer dual enrollment college courses on campus; e.g., Coronado offers a CU Gold program and Mitchell offers CSU program that enables trained teachers to teach college level courses. Money is available for advanced students to take college level courses when the equivalent courses are not offered on the high school campus.

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

Advanced Learning Plans are developed jointly by the GT teacher, gifted student and sometimes the classroom teacher. ALP's will be on-line next year, which will help GT teachers manage larger groups of students when completing the plans. Currently, the GT teacher facilitates the writing of talent area goals, but in the future, more responsibility will be placed on the gifted students to write goals- especially at the secondary level. In some schools, classroom teachers also provide input and may facilitate the process. Identifying tier levels of programming and service options is typically facilitated by the GT teacher. In the fall, the GT teacher, gifted student and parents meet to discuss the plan, and the GT teacher communicates whether the goal has been met or not during the spring or the following fall (if there is a CSAP goal involved). For some of our schools, a second meeting may take place in the spring to review the plan and communicate whether the goal/s have been met.

**Programming: Articulation**

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

The district SAIL program (self contained GT 4-9 grade) has been articulated in math, reading and writing. Content outcomes were identified per grade level, and the different levels (elementary, middle school and high school) met to determine the outcomes at the elementary, middle school and high school levels. The content outcomes were posted on the district GT website and parent brochures were created to share during parent information evenings.

In mathematics, advanced programming options have been articulated- especially at the secondary level. In most of our middle schools (including the SAIL sites) double acceleration is an option, enabling students to take geometry at the eighth grade level. Effort is being made to ensure that advanced courses are being offered at the high school. Dual enrollment- including higher education options, is available.

Language arts is not as articulated, but effort has been made to increase the depth and rigor by implementing the William and Mary language arts program, Jacob's Ladder and Junior Great Books in grades 3-12. The implementation of Advanced Learning Plans will also drive the need for greater articulation especially for advanced students at each level within the district.

**Programming: Gifted Students New to the District**

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

A district identification matrix is completed for each new student who was identified gifted from another school district. Once the data is reviewed, further testing may occur, especially when the previous assessment results are borderline or it's unclear as to the student's specific talent area/s or strengths. District 11 makes a concerted effort to identify all new students who were identified gifted from another school district.

**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?

District 11 collects data to determine the percent of gifted students identified in specific talent areas that are scoring advanced on the CSAP in math, reading and writing. This aligns with the State accreditation process. The district also collects data to determine the percent of gifted students identified in specific talent areas that are scoring 95% or higher on the Map in reading and math. To ensure increased achievement, each building is required to complete a GT Building Plan that records GT student data and generates one or more goals to increase achievement of GT students. For example, a school may generate a goal stating that the percent of GT students identified in language arts scoring advanced on the CSAP reading test will increase from 55% to 70% during the 2008-09 school year. ALP's are monitored by having a certain percentage submitted to the district GT coordinator for review, and determining the percentage of ALP goals that have been met. Next year, the on-line ALP will require each GT teacher to check whether the goal/s have been met or not. The percentage of met goals will be identified through the district Easy system. Progress monitoring methods include Map scores that are administered in the fall, winter and spring, and the district informal quarterly assessments that are being developed in different content areas. In summary, the percentage of ALP goals being met, GT Building Plan goals, CSAP and Map are the four methods to monitor gifted student achievement in District 11.

**Evaluation and Accountability: Social and Emotional**

The district ALP has a section concerning social-emotional and areas of concern goals. Goals are written for students who have needs in these areas, including individual or small group work. Goals may include improving organizational skills or improving communication with peers. Evaluation and accountability concerning social and emotional education varies. The following are examples: one school maintains a four year high school plan with career goals- including notes about college searches and self-advocacy. Another school uses Google Docs, an online database to record student interactions, interviews, etc. A middle school uses pride cards to document the improvement of specific behavior/s, and citizenship rubric to monitor behavior and determines citizenship grades. In general, the documentation includes written logs and anecdotal information.

**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.

District 11 has their own evaluation/accountability department. Last year, the district GT program was evaluated by the evaluation/accountability department, and recently, the elementary SAIL program (self

contained GT) was evaluated. Either the entire GT program or a component of the program will be evaluated each year. The evaluation process includes obtaining input from parents of GT students, GT students and GT teachers. The input is shared with parents (via the district GT parent newsletter), administrators, GT teachers and other stake holders. Besides this form of evaluation, the district analyzes student academic data, commensurate growth and the percent of ethnic identification in the district gifted program.

**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 building in District 11 has a Gifted Resource Teacher. The duties vary depending on the needs of gifted students (and dictated by the ALP) and the degree that the building staff are differentiating and addressing gifted student needs. At the elementary level, personnel collect data to identify GT students, provide affective support, work as consultants with classroom teachers, and teach gifted students in the general education classroom and in pull-out settings. Middle school teachers teach classes, identify GT students, and provide counseling. High school teachers work in a counseling capacity, meet with individuals and/or small groups of gifted students, counsel, and help students with appropriate placement and scholarships. All gifted teachers complete ALP's, provide information to parents and periodically hold parent information nights.

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?

District 11 requires that all personnel be highly qualified. Therefore, teachers of the gifted are required to either hold a masters degree in gifted education or obtain the state GT endorsement if they are to work with gifted students. The same requirement holds true in our SAIL program (self-contained gifted program 4-9 grade): SAIL teachers must be highly qualified. Besides the GT endorsement courses the district has focused on improving GT student reading and writing CSAP scores. Professional development includes the literature program from the College of William and Mary, Jacob's Ladder and Junior Great Books targeting all levels including the SAIL program. In the future, the district GT department plans on continuing the reading/writing training for gifted students, implement awareness/service training for under-represented populations (which includes twice-exceptional, ethnicity, etc.), nonverbal service options and social-emotional professional development. Our elementary SAIL program staff may need more training in mathematics for gifted students, and training

may be offered for the entire SAIL staff to write interdisciplinary units using the Parallel Curriculum Model. The district GT coordinator is qualified to manage the district gifted program; e.g., masters in gifted education and 21 years in gifted education.

**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?

Participants who are taking the online GT endorsement courses are receiving Adams State credit. El Paso County (Colorado Springs region) is working on collaborating with Adam State so that GT endorsement courses would be offered on a consistent basis. While the University of Colorado at Colorado Springs (UCCS) offers GT courses, they have not been approved by the Colorado State Department of Education. Our hope is that Adam State will begin the courses in the fall of 2008, so that more of our gifted teachers become highly qualified.

**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 of the district GT budget is fairly straight forward: all of the state and almost all of the district general funds go toward salaries. A small percentage of the district general funds go toward materials, professional development etc. The district GT leadership team and GT Advisory Committee (which includes parent representation) provides input concerning the non-salary portion of the budget; e.g., specific professional development, etc. Feedback is also obtained from the supervisor of the district GT program and other central office people.

As mentioned, most of the budget goes toward salary (which includes the \$263,408 we receive from the state). We budget over \$30,000 toward professional development which typically includes the literature program of William and Mary, Junior Great Books, Jacob’s Ladder (William and Mary) and differentiation training. We fund an accelerated art program (Bemis) and an advanced science program (4-8 grade) from our activity funds. Gifted resource teachers receive a small portion of the budget that is spent on professional development, text books and/or materials. \$20,000 is allocated for substitutes.

**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.

- 1) Financial records are kept in the central district office.
- 2) There is no inventory of equipment purchased with state funds, since we use state funds strictly for salaries
- 3) Student education records: student cum folders are kept at the building level. After conferring with the district legal department, each cum folder will include a copy of a signed ALP, identification matrix and identification parent letter. Cum folder documents are shredded three years after a student leaves the district and two years after a student has graduated from high school. Test booklets that have been written in them are shredded after a year.
- 4) A copy of the district's ALP will be included as an attachment in the email that is sent to CDE.
- 5) The district ALP is used to identify academic needs, set goals and ensure that students are meeting specific goals.

### **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?

(Our appeals process is in board policy. The following policy is posted as a link on our GT homepage for parents and the community.) When there is a disagreement about the identification or programming of a student in the Gifted and Talented program, an appeal process may be initiated. A parent, teacher, or administrator may begin the appeal process by notifying the building Gifted Resource Teacher, identifying the specific reason for the appeal. The parent will then meet with the building Gifted Education Appeal Review Committee to review data relative to the current identification or programming decision. The Gifted Education Appeal Review Committee will make the parent/guardian aware of the next step in the appeal process is s/he is not satisfied with the building Appeal Review Committee's decision.

If the parent/guardian is not satisfied with the decision reached at the building Appeal Review Committee, a written appeal that includes any additional information may be made to the district's Gifted and Talented facilitator to review the decision. In such a case, all pertinent information will be provided by the building principal. The Gifted and Talented Facilitator will collaborate with the Executive Director of Special Projects and the Deputy Superintendent of Instruction to review the process and decision of the Building Review Committee. The parent/guardian will be notified in writing of this decision in a timely manner. In the event the parent/guardian feels they have additional information that changes the decision, the parent/guardian may request the Board of Education to review this decision, by writing to the Superintendent. The parent/guardian will be notified of the next step in a timely manner.

**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](mailto: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](mailto: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:**

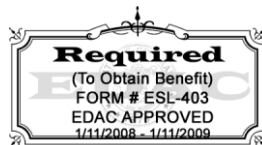
Jacquelin Medina  
[medina\\_j@cde.state.co.us](mailto:medina_j@cde.state.co.us)  
303.866.6652

Kathy Thurman  
[thurman\\_k@cde.state.co.us](mailto:thurman_k@cde.state.co.us)  
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



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



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

**BOCES Consolidated Signature Page**

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

