

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

<b>Administrative Unit's Name:</b> Cheyenne Mountain School District 12		<b>Region:</b> Pikes Peak
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<b>Superintendent's Signature</b>		
<b>Date:</b> 4/28/08		
<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>		
<p><b>STATE PERFORMANCE PLAN          For Information, Guidance and Technical Assistance</b></p>		

**Goal Area I: Student Achievement - Targets**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence 7: Percent of administrative units implementing professional development.

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area IV: Partnerships – Parents**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area VI: Supervision and Monitoring**

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

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

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

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

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

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

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

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

**Indicator 17A:**

**Indicator 17B:**

X  Check here if not applicable

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

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

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

**Goal: NOTE: THE DISTRICT’S GT PERSONNEL AND THE DISTRICT’S GT COORDINATOR WENT THROUGH THE PROGRAMMING RUBRIC INCLUDED WITH THIS APPLICATION AND DETERMINED IF OUR DISTRICT IS “DEVELOPING”, “ON-TARGET”, OR “DISTINGUISHED” FOR ALL ITEMS. OUR GOAL FOR 2011 WILL BE TO ACHIEVE A RATING OF “ON-TARGET” FOR ALL ITEMS THAT CURRENTLY ARE IN THE DEVELOPING STAGE. THE RUBRIC WAS VERY HELPFUL TO US IN DETERMINING WHERE WE ARE NOW AND THE IMPROVEMENT WE NEED TO ACHIEVE TO MOVE ALL INDICATORS INTO THE ON-TARGET (OR DISTINGUISHED) RATING COLUMN.**

**Indicator 18A:**

**Indicator 18B:**

Check here if not applicable

## Section II: Elements of the Program Plan

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

Directions:

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

### Local Student Achievement Indicators

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

#### Examples of Student Achievement Indicators

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

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

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

**Indicator 1A: Students gifted in Language Arts performing at the ADVANCED level on CSAP Reading will increase from 70.3% to 80%.**

**Evidence 1A: The percent of gifted in Language Arts students performing at the advanced level on CSAP reading tests.**

**Indicator 1B: Students gifted in Math performing at the ADVANCED level on CSAP Reading will increase from 89% to 92%.**

**Evidence 1B: The percent of gifted in Math students performing at the advanced level on CSAP math tests.**

### Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options

available for gifted programming.

How will the stakeholders access the process for identification assessment and programming options? How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

**The district currently has an articulated process for identification of students for the gifted education programs. A brochure has been published regarding GT identification, programming, and services. The brochure is *available* at each school, but we do not feel that just having it available is enough. Teachers receive one in their mailboxes, but parent receipt is not widespread or systematic. The communication processes around Gifted Education options is one of our main goals for the three-year period of this grant. A more clearly articulated on-target vision, mission and philosophy will be communicated on a regular basis via parent, teacher and DAC/BAC and school board meetings. Specific improvements will be reflected in:**

- ✓ **An updated brochure available to all stakeholders in every school. These will be sent home in every child's Home/School Communication folder within the first two weeks of school.**
- ✓ **Detailed information on the district's website about identification, programming, and policies regarding our gifted program.**
- ✓ **Yearly DAAAC/BAAAC/PTO/Board of Education presentations summarizing programming services, statistics on gifted education students, program evaluation, and the refinement of goals for the following year.**
- ✓ **Yearly presentation from the building-level GT staff to staff within each building on programming options, responsibilities of classroom teachers, and characteristics /needs of the GT students in each building.**
- ✓ **Yearly communications on gifted education issues to parents through each building's newsletters.**
- ✓ **Yearly district-level parent seminar designed for parents of gifted students facilitated by counselors and GT specialists to address academic and social/emotional needs and realities of gifted students.**
- ✓ **Yearly Open House for parents of gifted students to showcase the achievement and contributions of gifted students in the program in each school.**
- ✓ **Commitment to making printed materials related to gifted education identification and programming available to speakers of other languages. This can be accomplished either in print or other media.**

### 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?

**X** 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).

**Students in Cheyenne Mountain School District schools are formally identified at the end of Grade 3 for inclusion in Gifted Education programming for grades 4-12. This does not mean that students who are exhibiting exceptional abilities are not “on the radar” for advanced programming and experiences, but they are served in the regular classroom with *consultation* from the Gifted Education teacher through third grade. Beginning in grade 4, the gifted education teacher in grades 4-6 provides additional programming for students who have been identified as Gifted. (In grades 7 and 8 the gifted education specialist works primarily with teachers in the content area classrooms to provide extended learning opportunities and special programming through differentiation. At grades 9-12, identified students are guided through course choice to be scheduled for the most rigorous instructional opportunities. Teachers who have identified gifted students in CMHS classes are informed of the special needs of these students.)**

**For screening ALL students in Grade 3 for possible gifted programming, the following process is used and a Matrix is applied for assigning points to the various components of the identification process. No one item is cause for denying a student into the GT programming. A Body of Evidence is used as follows:**

- ✓ All students take the Cognitive Abilities Test at the end of Grade 3. Students scoring at the 140 and above range are automatically placed into gifted education programming. Students scoring in the 129-139 range will need a match of other data points for identification as follows.
- ✓ CSAP scores are considered and matched with the strength areas of the CogAT. Students scoring in the advanced range on Reading and/or Math are considered.
- ✓ Scores from a Norm-referenced assessment (Scantron) are considered with students posting a performance with a 95<sup>th</sup> percentile and above considered for gifted education programming.
- ✓ Students for whom English is not their fluent language can be given other measures of cognitive functioning and achievement (Naglieri, K-Bit, TOMAGS, WISC, CELA, etc) to determine identification possibilities. These measures take the place of some of the other pieces of the Body of Evidence mentioned in this section.
- ✓ Teacher recommendations are considered in the identification processes. (*We plan to add parent and student checklists to our identification criteria during the plan timeframe.*)
- ✓ Once students are identified at the end of grade 3, we do not “de-gift” them in future years if they fail to meet the standard identification criteria.
- ✓ All students take the CogAT again in grade 7 for continued programming and planning purposes. We also test any new 8<sup>th</sup> grade students who were not in our school in grade 7 so we have a complete profile for students that will serve the purpose in the transition to grades 9-12.

**Once the matrix is done for ALL grade 3 students, the district team of 8 GT specialists, a Coordinator from Learning Services (Special Education), and the Coordinator of GT Services work together to review all records and make the determination of students who will receive FORMAL gifted education services. Students in need of programming that exceeds the “Tier 2” services**

(which are small group programming options) outlined by the district will be reviewed by the school's RTI team for Tier 3 intervention and programming planning. These Tier 3 opportunities are usually individualized options for the students who need more than a small group setting.

Advanced Learning Plans are written for all new GT-identified students at the beginning of grade 4 and these plans will be reviewed with the parent annually in each grade thereafter. Parents conference with the gifted education specialist and their classroom teacher in the writing of this initial ALP.

Parents are notified by letter of their child's admission into the gifted education program and parents accept or decline the services outlined in the letter. The criteria used to identify each student is part of this letter. The district has no "set" number or percent of GT students it can serve. All students who meet the district's criteria are included in the gifted education programming and served accordingly.

*The district intends to refine the identification process, define exit and appeals processes, and develop consistency in identification and programming and communicate these specifics to teachers, parents, administrators. In addition, formal training in the administration of testing (K-BIT, NNAT, TOMAGS, etc) to ensure consistent and equitable testing conditions will be done. All prospective GT students will be taken through the RTI process for formal identification.*

### **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**

Students identified for gifted education programming have access to small group instruction guided by the gifted education specialist in each building. Consultation with the regular classroom teacher and the gifted specialist is ongoing so classroom adjustments can be made for the GT learners. Individualized instruction and independent study are available and will be an RTI team determination.

### **Differentiated Instruction**

Differentiated instructional practices exist sporadically across the district. Teachers need DI professional development and coaching to master the new abilities in order to use them effectively in the classrooms where 80-85% of all instruction will take place. Curriculum Compacting, varied methods for students to exhibit learning and progress, differentiated teaching methods and management of the culture wherein different levels of instruction are going on simultaneously are a goal for the district. We need to raise the number of teachers who use DI techniques effectively and the current number is not high. (NOTE: This is changing as newer teachers are bringing DI techniques into our district as more traditionally-educated teachers are retiring.)

**Affective Guidance and Counseling**

Each school has a fulltime counselor in place (with 2 at the junior high and 5 at the HS). The counselors in elementary schools have a planned curriculum of guidance learning objectives for all grades/students. We will implement a segment of the counselors’ programming to include sessions on “What it Means to be Gifted” so students can understand the social/emotional responsibilities and characteristics of being academically capable. Students in the secondary schools have access to counselors for social/emotional issues as well as course selection and advanced programming options. One CMHS counselor is a full-time college counselor.

**Content Extensions** Advanced Learning Plans will focus on strengths/needs in each area and create opportunities for students to stretch and grow in their abilities in each area of strength. The district will continue to develop expanding options for students in this area.

**Language Arts:** Contests, advanced reading groups and opportunities, special book projects, Junior Great Books, poetry units, etc

**Math:** Advanced small groups that include pre-algebra/algebra for students accelerated in program. Math Olympiad and other contests.

**Science:** Science Olympiad, special projects and extensions

**Creativity:** Art and Music exhibitions and concerts, opportunities for specialized studies, opportunities to participate in special lessons, Bemis School of Arts/Fine Arts Center classes, Colorado Springs Youth Symphony, Children’s Chorale, etc. Schools offer a very high level of student opportunities in Visual Arts, Performing Arts (band, drama, technical theater, Show Choirs, etc)

**Leadership:** Each school has a student council with officers and opportunities for leadership and service. Older students have many opportunities to explore leadership development through Rotary Club and other service clubs’ offering of leadership seminars, camps, etc.

**Performing Arts/Music/Visual Arts:** Art and Music exhibitions and concerts, opportunities for specialized studies, opportunities to participate in special lessons, Bemis School of Arts/Fine Arts Center classes, Colorado Springs Youth Symphony, Children’s Chorale, etc. Schools offer a very high level of student opportunities in Visual Arts, Performing Arts (band, drama, technical theater, Show Choirs, etc)

**General Cognition:** Knowledge Bowl, Odyssey of the Mind, Spelling Bee, Science Fairs, etc.

**Programming: Acceleration Plan**

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

**Students are accelerated in subject area instruction as appropriate. Decisions are based on assessment data, student performance, teacher recommendation, and parent involvement in the decision. The district does not have a grade-acceleration policy/procedure at this time. Development of this policy will be part of this plan’s goals for completion of this task.**

**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?

**The district uses interest inventories to measure student interests. When planning programming options, the gifted education specialist and the classroom teacher will review programming options with assessment data to determine strength areas and areas for further development. Students have choices in activities and are guided in how to make wise choices between available options. Students are guided to engage in activities that might not be the student’s narrow area of interest to aid in the development of a student who has access to many experiences and has the chance to develop skills in a number of areas.**

**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 district is active in the application of the Postsecondary Education Options legislation for students in grades 11 and 12 primarily. We are careful to look for students “in need of alternative educational programming” in the application of the tenets of this law. Students at CMHS may take college courses in areas of strength, with the approval of the school principal if their needs exceed the course offerings at our high school. All students K-12 are eligible for approved, online options as deemed necessary. The high school has a fulltime College Counselor who interfaces heavily with students and their parents in applications to colleges.**

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

**All GT identified students in grades 4-8 currently have Advanced Learning Plans that were written during this year. They are scheduled to be reviewed with parents (and the students themselves) at the beginning of each subsequent school year. The GT specialist in each school consults with the classroom teacher and the parent in the development of the plan so the student’s strengths can be further developed and weaknesses remediated. Parents must sign all plans. The plans are reviewed with the students.**

**For high school students, the upcoming 9<sup>th</sup> graders (2008-2009 school year) will arrive at the high school with plans on file. New student plans will be written as needed. Plans for each GT student at CMHS will be reviewed with the student’s teachers so they are aware of the special needs of these advanced learners. Plans for this class will be maintained throughout their high school years and subsequent classes will have plans with them as they arrive at the high school. Current upperclassmen that came to CMHS with GT designations are being monitored in similar ways currently.**

**Programming: Articulation**

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

**The previous narratives outline the articulations throughout the K-12 system. GT students will have GPAs posted on their high school transcripts and can earn “honor graduate” status through high GPAs. Students with honors in the Visual and Performing Arts are also so-noted on transcripts. Students who score proficient or advanced on their high school CSAPs for all tests, all years are awarded an additional credit for this high accomplishment. (Since the 13-16 system does not value the CSAP scores, articulating the student accomplishment on these CSAP tests may not be meaningful.) Student transcripts of students on Advanced Learning Plans will be so marked. All students have access to Advanced Placement courses and the AP exams.**

<b>Programming: Gifted Students New to the District</b>
What process is used when gifted students move into an administrative unit's district?
<p>Students who enter the district in grades 4-12 will be reviewed for gifted programming within the first quarter of their arrival in the district. The same matrix and measures applied to existing students will be used to review these new students. Students will need to meet the Cheyenne Mountain School District criteria to be identified for gifted education programming, even if they have been identified in another district as gifted. When a student has not had the same measures that are used in CMSD for identification, the district will work to match the other measures and their results with those used in the district. Additional assessments may be required.</p>
<b>Evaluation and Accountability</b>
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?
<p><b>The district currently does not have an acceptable and consistent system in place for Evaluation of its gifted education programs and processes. The ALP goals for each student are required to be measurable and the annual review of the ALP goals can denote progress or lack thereof. Use of CSAP, Scantron, end-of-course exams, and other measures can be reliable and valid for measuring progress. ALPs are reviewed annually, but we need to develop the process and progress monitoring methods for districtwide implementation. We will develop a system for systematic/systemic monitoring and evaluation during this grant cycle (2008-2011).</b></p> <p><b>We meet current accreditation requirements by disaggregating GT students' scores and meeting the 1% Advanced proficiency in all disaggregated groups</b></p>
<b>Evaluation and Accountability: Social and Emotional</b>
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).
<p><b>This is an area of need for our district. The monitoring methods and processes in this area are sporadic and unevenly applied throughout the district. We need to develop this area during the plan years and have a good process and procedure in this item ready by 2011.</b></p> <p>College advisement and planning is in excellent shape at CMHS with a fulltime college counselor.</p>
<b>Evaluation and Accountability: Program Evaluation</b>
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.
<p><b>This area will be developed during the plan years as it is not well-developed or monitored. It will be completed by the plan's end in 2011.</b></p>

**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.

**There is a licensed, highly-qualified teacher serving as a Learning Specialist for the GT students in each school K-8. Two of the 7 hold GT endorsement. All have had experience of at least two years in the programming and instruction of GT students. All are Highly Qualified.)On-going professional development is available to continue their learning in GT student services and programming. The HS is seeking funding to employ a dedicated GT specialist, but the program is currently managed by the HS Assistant Principals and the Counseling Department.**

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?

**The Learning Specialists in the schools take advantage of the state GT conference each year. The also take part in district-level professional development in content areas and Professional Learning Communities. The GT staff have the opportunity to choose professional development events that will expand their learning in areas that they see as needing more development. Regular meetings occur with the GT staff and they serve as their own Professional Learning Community within the district (as well as joining other PLCs). We do not have a requirement that GT-certified staff teach our gifted students, but do require that all GT staff are highly qualified to teach the age level of their students. (All meet HQ.) The district program is managed by the Assistant Superintendent who has 15 years experience in overseeing various programs, including GT programs.**

**The district will undertake a district initiative to train all teaching staff, including GT Specialists, in strategies of differentiating instruction. In addition, all staff will receive training and information on the special needs of gifted and talented students. The GT specialists will be encouraged to gain the GT endorsement for their licenses and they can take advantage of the district's Tuition Reimbursement Program to fund this additional study. Continuing education for the GT specialists will be available so their "toolbox" of strategies to use with GT students can continue to grow. Our GT specialists will also receive training in the administration of assessments for identifying GT students and their areas of strength. We need to establish inter-rater reliability in the administration of tests like KBIT, Naglieri, TOMAGS, etc. Our GT specialists will also be involved in professional development in using assessment data to plan and drive the instruction in GT programs. Counselors will receive specialized training in working with the social/emotional needs of the gifted/talented students.**

**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?

**The district has an excellent partnership with Colorado College which has excellent programming options for summer experiences for gifted students. Several of our GT staff work with this program in the summer. Colorado College also provides a SUPER SATURDAY option for area gifted students to get together and work together on engaging projects.**

**The connection with higher education on GT issues is currently not strong and requires further development. There is not a GT endorsement program offered in our area (that we know about). There are online programs, but no community connection and interaction is available from the online providers. Perhaps this can be accomplished through the P-20 Council and its work.**

**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.

**All funds received from the state will be used for salaries for the GT specialists located in each of 6 elementary schools and one junior high school. The GT funds from the state through this grant provide only 17% of the district’s annual GT programming costs. We provide a specialist in 7 of our 8 schools and the state’s funding covers about 90% of ONE specialist’s salary and benefits.**

**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.

**The district maintains all financial records as prescribed by state audit and accounting required policies and procedures. These are guaranteed through accreditation indicators to be in place. No equipment is purchased with GT funds. Student educational records are maintained according to state regulations and district policies. (JRA/JRC) Confidentiality requirements are in place and monitored. GT records are handled in the exact way that other student records are maintained and handled and are in line with district and state policies.**

**A copy of the district's ALP document is enclosed as an attachment.**

### **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?

**Currently, disputes are subject to review by the school's principal. If they are not settled at that level, then the parent can bring the dispute to the Assistant Superintendent for hearing and resolution. (The Assistant Superintendent is the district's GT Coordinator for all GT services.) If the dispute is not resolved with the assistant superintendent, subsequent levels are with the Superintendent. The Board of Education is the final review and source for disputes about identification and programming.**

**The district does not currently have a systematic process for the criteria and process for how disputes will be handled. We will develop these mechanisms during this plan's cycle of 2008-2011.**

### **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

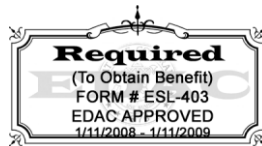
**CDE Contact Persons:**

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.





**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>		
<b>Date:</b> _____		
<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>

