

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

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



**Section I: State Performance Plan (SPP)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence 7: Percent of administrative units implementing professional development.

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area IV: Partnerships – Parents**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Area VI: Supervision and Monitoring**

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

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

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

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

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

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

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

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

**Indicator 17A:**

**Indicator 17B:**

Check here if not applicable

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

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

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

**Goal:**

**Indicator 18A:**

**Indicator 18B:**

Check here if not applicable

## Section II: Elements of the Program Plan

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

Directions:

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

### Local Student Achievement Indicators

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

#### Examples of Student Achievement Indicators

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

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

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

**Indicator 1A:** Identified gifted students will achieve 1.0 Adequate Yearly Progress (AYP) or higher will increase from 80% to 90% in reading, writing and math.

Evidence 1A: The percentage of gifted students gaining AYP on CSAP in the areas of reading, writing

and math.

Baseline data: From 2006 – 2007 CSAP data: Reading 84% made AYP; Writing 82% made AYP and Math made 83%

**Indicator 1B:** The number of identified gifted students enrolled in high school Honors and/or Advanced Placement classes will increase an average of 10%.

**Evidence 1B:** At each grade level (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>), gifted students will enroll in at least one Honors or AP class.

**Baseline Data:** In the 2007-2008 school year: 74% of 9<sup>th</sup> graders, 55% of 10<sup>th</sup> graders, and 48% of 11<sup>th</sup> graders were enrolled in Honors or AP classes.

**Indicator 1C:** The number of identified gifted students failing academic classes in grades 6-11 will decrease by 10%.

**Evidence 1C:** Gifted students report card grades will indicate improvement in academic classes.

**Baseline Data:** In the year 2007-2008, 24% of students in 6<sup>th</sup> -11<sup>th</sup> grades are failing at least one academic class.

### 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.

#### **Community Outreach Goal (addressing indicator 11):**

**Harrison School District Two will expand communication methods to provide 100% of parents of identified gifted students with information and resources to collaborate and support in educational programming and ALP development in their primary language.**

Currently, the district has information about the gifted identification and programming options posted on the district website as well as flyers in each of the counseling center offices. A district Gifted and talent brochure is available to communicate all of the options available to families. Families have the option of the enrolling their gifted child into a gifted magnet setting or remaining at their home school for differentiated services within the regular classroom. The Gifted Specialist meets with those teachers who have identified gifted students to help the teachers differentiate the learning.

In the 2007-2008 school year, a Gifted Parent Advisory Formation team was started to help create a Gifted Parent Advisory Council. We are in the process of seeking nomination for a Parent Advisory Council to be started in the 2008-2009 school year. We have already written the bylaws for this council with the input from parents of the gifted in the community.

We are in the process of translating all of our parent documents into Spanish that will be completed by the end of the 2007-2008 school year.

Parents are informed of their student's gifted qualification through a letter that describes their student's gifted strengths. With that letter, a parent questionnaire is sent asking parents about their views, goals they would like to see on the ALP and interest of their child. They are encouraged to fill the questionnaire out with their child present. Once the questionnaire is returned, the ALP is designed with the staff. Teachers go over the ALP's with the families during conferences. If parents cannot attend conferences, then another time is set. If parents still cannot attend, the ALP is sent home with a return envelope for the signature page.

Parent Nights for the Gifted Child are held at least three times yearly. These nights cover such topics

as state mandates, programming options, and special GT needs as indicated by parents on surveys. In conjunction with these nights, the Parent Advisory Council will be meeting 8 times per year and all parents may attend if so desired.

**Timeline to achieve Community Outreach Goal (Indicator 11):**

**By 2008-2009:**

- The current Gifted Services Brochure and our district department website will be updated with new programming information.
- A staff handbook will be developed to inform teachers, counselors, and administrators of the gifted identification procedures and gifted services available.
- This will be the first year for the new Harrison School District Two Advisory Council for Gifted and Talented Students.

**By 2009-2010:**

- A parent handbook will be created with support from the Parent Advisory Council in order to better inform parents of gifted services in the district.

**By 2010-2011:**

- All parent communication documents will be translated into other languages as our population deems necessary.
- We will implement new use of technology to create two-way communication with parents and gifted and talented students. We will create an additional gifted website that is separate from the district website to allow a forum for parents and students to communicate with each other across district. We will set up web blogging for parents and students to collaborate in understanding and meeting the needs of gifted and talented students. We will also implement a parent listserve to explain communication methods.

**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

**Identification Goal (addressing indicator 8):**

**Harrison School District Two will further develop and implement identification procedures in order to improve our racial and ethnic representation in the gifted population compared to our district population.**

Due to the fact that we do not currently use a district wide screener, Harrison is working towards implementing a primary screener district wide. We are hoping that this process will allow us to start serving children early on in their education. Otherwise, we have spent time training teachers to look for students who are working at an advanced level on district benchmarks, CSAP, Dibels, and other classroom preassessments. Teachers are trained on the characteristic differences between a high achiever, a gifted learner, and a creative learner. We are well aware of the under-representation of the African American and Hispanic and ELL learners; therefore we are in the process of using the primary screener to help with this identification. We are also working with our ELD department and taking a look at the CELA testing to help determine a process we can use with our ELL students. Programming will depend on the needs of the ELL learner. We currently have the flexibility to place students into gifted magnets and service them as needed within those magnets or if they choose to stay in their home schools, they will be programmed for using differentiated instruction. We are hoping that with added communication between the Special Education Department, the English Language Department and teacher awareness training, that this will help us to increase the identification of our minority and twice exceptional populations. A letter of gifted identification will be placed in cumulative folders.

Gifted Identification starts with the referral process in Harrison. The referral can come from the any staff member, student and/or parent. A GT referral may be made through and RtI process as well. Once the child has been identified, the school counselor fills out a referral form indicating the child's current test scores. Student must have at least two academic areas that are in above grade level category. Then the parents are notified and testing begins. A variety of tests are used, see attachment below. Once all of the assessments are scored, identification or further documentation is gathered. If further documentation is needed, the documents are gathered and reevaluated. Once the portfolio is all put together, the gifted department analysis the portfolio and determines identification. Letters go home indicating whether or not the child qualifies for gifted programming services.

**STEPS for Academic Gifted Identification: (Currently being used K-8)**

1. A gifted referral is received from a teacher, counselor, administrator, parent/guardian, student or through the RtI process.
2. The teacher/counselor obtains two pieces of evidence indicating possible giftedness and fills out a referral for testing sheet. Evidence can come from: school achievement testing, CSAP scores, advocacy form, IEP testing, behavior indicator checklist.
3. The counselor sends the referral to the Office for Gifted and Talented Children.
4. When the permission slip is returned, one of two options will occur:
  - a. The gifted and talented staff will administer a test.
  - OR-
  - b. a referral to a psychologist is made for testing and a test is administered (only in extreme cases).

**Accepted Tests:**

Ability Tests:

- WISC IV
- WPPSI-Revised
- CogAT
- NNAT
- Toni 3
- WAIS III

Achievement Tests:

- Woodcock-Johnson
- SAGES
- Woodcock Muñoz
- IOWA
- Terra Nova
- Other tests, as deemed appropriate, will be considered

5. If the psychologist administers the test, testing protocols will be given the Gifted Office for review. If the gifted facilitators do the testing, testing protocols will be sent to the Gifted Office for review.

- If the Gifted Office does the testing, another member in the office will administer the review.
6. After the test(s) are scored, the entire BOE form is looked at for identification.
  7. Depending upon the student's scores from testing:
    - a. Any student who scores at a 95% or above will be identified as gifted due to the BOE found on the referral form.
    - b. Any student who scores at a 90% o-94% or above will be looked at closer on a larger collected body of evidence.
  8. Letters with test scores are sent to the parents, staff and counselors. Parents of qualifying students will receive an information questionnaire packet about their child's interest, goals and needs.
  9. A letter of gifted identification will be placed in cumulative folders.

**Timeline to achieve Identification Goal (Indicator 8):**

**By 2008-2009:**

- All new students referred and identified in academic areas will be reviewed using our new body of evidence form. Alternative assessments will be utilized in this process to better identify students from all populations (meets indicator 14).
- Academic identification procedures will be extended through 12<sup>th</sup> grade. Identification and programming will continue at the K-2 level (meets indicator 13).
- Creation of district identification procedures in the areas of art, creativity, and leadership. Programming options for these areas will also be explored. In the spring of 2009 pilot sites will be used to determine the effectiveness of new identification procedures in art, creativity, and leadership (meets indicator 9).

**By 2009-2010:**

- Implementation of new identification procedures in the arts, creativity, and leadership district wide. Initial programming for these newly identified students will be designed based upon need. ALP's will be developed for these students as well.

**By 2010-2011:**

- Further development of programming options district wide and in individual school in the areas of the arts, creativity and leadership.

**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.)

**Programming Goal (addressing indicator 4):**

**Harrison School District Two will expand programming options at all tier levels of Response to Intervention in order to meet the needs of 100% of identified gifted and talented students.**

**Structure**

Currently, our structure consists mainly of magnet gifted programs. Families of identified students can choose to apply into these programs, but it often requires the families at the elementary level, to switch schools. If families choose not to attend a magnet program, we rely on teachers to differentiate to meet the needs of the gifted. These teachers receive support from the gifted specialists. We also offer Honors and

Advanced Placement courses in our high schools. We have the flexibility to offer our GT students single subject acceleration at all levels.

**Timeline to achieve Programming Goal (Indicator 4):**

**(Begins here, and timeline is continued in each additional programming section)**

**By 2008 – 2009:**

- **At all levels, we will implement PLC district wide meetings for teachers of the gifted. This is an opportunity to collaborate on programming methods and allow for additional training opportunities for these teachers of the Gifted.**
- **Elementary Programming: We will expand our continuum of services to better serve identified gifted students. Full-time in building GT facilitators will be added in two of our elementary magnet schools. This will allow the district elementary gifted specialist to focus more time on those students who choose not to attend a magnet school and implement programming and support for these students.**
- **Middle School Programming: All middle schools in our district will utilize the magnet program model.**
- **High School Programming: A new district specialist will be hired to focus on programming at the high school level for identified gifted students. In addition, each high school will designate a counselor who is responsible for the gifted students in the building. This role will help monitor the selection of the classes of GT students, assist in college planning and prep, and will provide a mentor for the GT students.**
- **Building level staff will be informed on new state requirements regarding identification, ALP development and monitoring for all gifted and talented students. This will be in preparation to transition management of ALP from the district office to the building level.**

**By 2009-2010:**

- **Development and management of ALP's will transition to the building level (gifted facilitators, teachers, and/or counselors) in place of the gifted department being solely responsible for these documents.**
- **We will also be adding training on identifying and programming for ELL and twice exceptional populations (meets indicator 14). Gifted facilitators and specialists will collaborate with ELL teachers to help recognize gifted potential in ELL students.**

**By 2010-2011:**

- **The RtI process will be consistently implemented across all district schools for GT students as needed. For example, a student identified as GT will still be able to be referred to the RtI team if additional academic and behavior interventions are necessary beyond Tier 1 Level programming.**

**Differentiated Instruction**

We currently use and will continue to increase the use of effective differentiated instructional strategies such as: Differentiation Strategies Used In Our District: Interest surveys, Pre-assessment, Choice boards, Cubes, Tiered lessons, Open-end questions, Independent Projects, Anchoring, Activities, Flexible Grouping, Acceleration, Learning Styles, Enrichment, Curriculum compacting, Self-paced groups, Tiered centers, and Problem-based learning. Training will occur for teachers of the gifted as to the how to use and implement these differentiated strategies effectively with the GT population. Starting in the school year 2008-2009, our districts action plan includes the implementation of tiered lesson plans and graphic organizers using the Rigor and Relevance Frameworks. The gifted department will create a spot observation form to specifically look for differentiated instruction strategies in classrooms with gifted students.

### **Affective Guidance and Counseling**

Currently we address the affective needs of GT students in the following manner:

- School counselors include GT students in their regular social/emotional intervention groups or individually.
- Gifted Specialists meet with students as a group or on an individual basis.
- We offer parental meetings and guidance on the GT needs.
- Teachers are offered classes through the Javits online classes.

**By the year 2011:**

**Elementary Level:**

- **All schools will implement social/emotional GT discussion groups on a regular basis. These groups will be lead by counselors, gifted facilitators or the district GT specialist.**

**Middle School Level:**

- **Increase the level of training for counselors to understand the social/emotional needs of the gifted.**
- **Offering Gifted and Talented discussion groups on a variety of topics in an after school setting.**

**High School:**

- **Counselors will be meeting with student on a regular basis to address the social/emotional needs of GT students and to provide career counseling.**
- **Increase the level of training for counselors to understand the social/emotional needs of the gifted to help improve motivation and school achievement.**

### **Content Extensions**

Currently we provide the following supplemental or accelerated curriculum options for teachers to use with GT students:

**Language Arts:**

- Literature circles using high level quality novels
- Jr. Great Books grades 2-9
- William and Mary Literary Units
- Interact Simulations

**Additions by 2011:**

- **William and Mary Literary Units**
- **Use of Classic Novels**
- **Graphic Novels**

**Math:**

- Puddle Questions Problem Based Learning
- Groundworks 1st-8
- Accelerated Math Curriculum by one grade level in magnet programs K-8.
- Pre-Algebra in 6<sup>th</sup> grade
- Algebra in 7<sup>th</sup> and 8<sup>th</sup>
- Dual enrollment for 5<sup>th</sup> and 8<sup>th</sup> graders who need the next level of math
- Dual enrollment for high school into community college courses

**Additions by 2011:**

- **Elementary: M<sup>3</sup> critical thinking units grades 1-5 and Excel Math program for grades 1-5 to help teachers differentiate math homework**
- **Integrated Math Supplemental Units**
- **Geometry/Integrated Algebra**
- **High school credit for students taking early Algebra and Geometry**

**Science:**

- Additional Science Kits available to the GT classrooms at the elementary level
- Integrated Hands-on science projects

**Additions by 2011**

- Textbooks to accompany the science kits in elementary to allow for in-depth research.
- District Science Fair for interested GT students
- William and Mary Science Units
- Problem Based Learning Units

**Social Studies:**

- Primary Resources
- Differentiated Units for Independent study

**Additions by 2011**

- Additional primary source documents at the elementary level
- Interact units

**Creativity:**

**By the year 2011:**

- District wide creativity night annually hosted by the GT department
- Training component on how to integrate creativity into all content areas
- Communication of community events posted on the district website

**Leadership:**

**By the year 2011:**

- District support for Student Council at all schools
- District wide leadership program for 5<sup>th</sup> and 8<sup>th</sup>
- High school students will be part of the Advisory Council for Gifted and Talented Students
- Middle School and High Schools Students will participate in Legislative Day
- Implement a mentoring program for secondary identified students

**Performing Arts/Music/Visual Arts:**

**By the year 2011:**

- Honors Band and Choir
- Scholarships through Bemis Art School for talented students
- Drama Productions twice a year

**Timeline Overall for Creativity/Leadership/Arts:**

**By the year 2011:**

ALP's will be developed for students identified in the areas of art, creativity and leadership.

- The Gifted Office will host a Creativity/Arts night district wide
- District Wide GT Art Show- Talent Night
- Communication of community events posted on the district website
- Seeking out community programming options for ID gifted art students
- Differentiated Instruction training for teachers on the integration of the arts into the curriculum
- Increase the capacity of enrichment after school activities

**Programming: Acceleration Plan**

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

The district reserves the right to vary from this policy due to pending legislation and funding.

The following procedure will remain in place:

Procedures for Early Entrance and Acceleration

- 1) A recommendation is made to the Gifted and Talented Department to consider a child for early entrance into school (Kindergarten and 1<sup>st</sup> grade) or whole-grade acceleration. This recommendation can come from a parent or educator (teacher, specialist, administrator,

counselor, etc)

- 2) A battery of ability and achievement testing is then administered. This includes a screener for giftedness such as a CogAT, Naglieri, Toni-3, or SAGES. This also includes an individual intelligence test administered by a psychologist (WISC or WPPSI).
- 3) The body of evidence is then reviewed.  
For early entrance candidates, this review is conducted by the gifted specialist and school administrator and/or counselor. An interview is also conducted with the early entrance candidate by the school principal and/or gifted specialist.  
For whole-grade acceleration candidates, the Iowa Acceleration Scale, 2<sup>nd</sup> Edition is completed by a team consisting of the current and proposed grade level teachers, school administrator, counselor, and gifted specialist.
- 4) A yes or no decision is made by the team regarding the early entrance or whole-grade acceleration of the student. This decision is then communicated to the parents and the child. If parents would like to appeal the decision, the appeals process must be followed.
- 5) The Superintendent or designee has the final approval of all early entrance decisions.

**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?

All ALP's document both formal gifted programming available to the student as well as the differentiated instructional strategies that must be implemented to meet their needs. Students are looked at on a case by case basis using their body of evidence folder to create appropriate goals for their ALP's All children are given at least one academic goal related to their gifted strength area. Students are also given a social/emotional goal based upon their needs and with parent input. Students may be given another goal based upon their academic, social or interest needs. These are decided by the teacher, parent, gifted specialist and student. Also district preassessment data and classroom preassessment data are used to determine a student's needs in a case by case basis.

**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?

Post-Secondary:

- (1) If a student takes all levels of a course and wants a higher level that we don't offer, the school district must pay for that class at regional higher institutions. For example, if a student comes in at Algebra II, then takes calculus and AP calculus, their senior year we would pay for the next level class at regional higher institutions.
- (2) Pre-Collegiate program is offered through UCCS and is a 4 year financial incentive program for students to earn financial assistance when they start college. It involves workshops, maintaining minimum GPA's and is targeted at high risk kids.
- (3) Area Vocation Program is for juniors and seniors and is a program for kids that know what they want to do post high school and can get a start on it OR it can be used as a stepping stone for a 4 year university. Students can sign up for a specific program IE- nursing, beauty school, mechanical, welding, broadcasting etc. They earn college credit that is paid for by the district.
- (4) The district also offers articulated courses, which are high school courses that follow specific guidelines and requirements and can count for college credit for a small fee. Students must earn an A or B to earn the college credit.

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

**Advanced Learning Plan Goal (addressing indicator 2):**

**Harrison School District Two will develop and implement Advanced Learning Plans for 100% of identified gifted students by December 2009.**

Advanced learning plans are developed based upon the needs of the child each school year. ALP will be developed for all identified students in the following areas: academic, arts, leadership, and creativity. A

meeting is held by the gifted specialist with the staff working with the child. Academic, social/emotional and behavioral needs are discussed. Parents are given a questionnaire to fill out asking them for input as to their visions for their child. ALP's rough drafts are created. At parent conferences, the teachers, students (when applicable) and the parents finalize the goals. The families then receive a copy of the ALP. Throughout the year, gifted specialists meet with teachers to provide resources to address the gifted child's goals and monitor the goals monthly. At the end of the year, staff and specialist meet to discuss whether or not the goals were met. Goals that are not met are retained for next year.

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

The District Gifted Specialists communicate at transition years the needs of GT students since there are only two specialists. The specialists maintain all the files and records in the database on all students K-12. ELL, IEP and 504 students are additionally monitored with the help of the Special Programs Staff. With the addition of new district and building staff, this process will become more thorough. By the year 2009, documentation will be added to the cumulative folders of identified GT students to insure that all records follow the student. Also- there will be a form on the district website that can be downloaded by parents for requests for records prior to their moving. Registrars will be trained on and required to contact the Gifted office for identified GT students whenever a records request is in process. A purple sticker will be placed on their folder.

**Programming: Gifted Students New to the District**  
**What process is used when gifted students move into an administrative unit's district?**

The form below is used by the district counselors when families enroll into the district and indicate that their child was receiving services in a prior district. The students transfer folder is then reviewed by the Gifted Specialist to determine eligibility. If the child for some reason does not qualify, they will be placed on watch and referred for testing.

**TRANSFER FORM FOR STUDENT  
IDENTIFIED AS GIFTED IN ANOTHER DISTRICT**

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_  
First Middle Last

Former School: \_\_\_\_\_ District: \_\_\_\_\_

Identified Gifted Area:

- \_\_\_\_\_ Academics      \_\_\_\_\_ Cognitive Ability      \_\_\_\_\_ Visual Arts  
\_\_\_\_\_ Performing Arts      \_\_\_\_\_ Music      \_\_\_\_\_ Leadership  
\_\_\_\_\_ Creativity

Records Attached:

- \_\_\_\_\_ 1. Copy of G/T Selection Form from former district  
\_\_\_\_\_ 2. Copy of test scores  
\_\_\_\_\_ 3. Copy of Other Pertinent Data

Notes:

Person submitting form \_\_\_\_\_

Send to: Gifted Specialist at Gorman Education Center

### 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?

#### **Evaluation and Accountability Goal (addressing indicator 3):**

**Harrison School District Two will implement out of level assessments for gifted students consistently ceiling grade level and CSAP assessments.**

Currently:

Methods and tools used to measure and monitor student achievement:

Alpine achievement data system is used on a yearly basis to run group and individual reports on student achievement.

ALP monitor:

ALP goals are reviewed annually with parents, teachers and gifted specialist/facilitator.

Progress monitoring methods:

District created benchmarks and assessments in core content areas are used and managed in EduSoft Data System. Dibels is used as a progress monitoring tool for reading in grades K-6. Additional monitoring tools available in district: BEAR, BRI, and Successmaker Math and Reading.

#### **Timeline to achieve Evaluation and Accountability Goal (indicator 3):**

##### **By 2008-2009:**

- **Expand use of district benchmark assessments (math, reading and writing) as out of level testing options for gifted students to better determine instructional levels and programming needs.**

##### **By 2009-2010:**

- **Gifted specialists will develop a proposal to the district to implement an additional assessment (such as Scantron or NWEA) to use at the beginning, middle, and end of the school year to monitor growth consistently.**

##### **By 2010-2011:**

- **The district will implement an assessment such as Scantron or NWEA to efficiently track growth of gifted students.**

#### **Evaluation and Accountability: Social and Emotional**

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

Currently, we are only using anecdotal data and behavior plans to monitor social and emotional needs of the gifted. The information is maintained in their gifted file for ongoing assessment for growth and needs. Social and emotional goals are part of their ALP to help monitor progress over time and to bring attention to the social/emotional needs of a student. Counselors are available to help students with needs in the buildings. We utilize magnet programs and cluster grouping in order to allow gifted students time with their intellectual peers to provide a supporting environment for the social and emotional needs of gifted students.

##### **By the year 2011:**

**All students will be informed of their identification and have the opportunity to discuss their**

feelings and questions about being identified as a GT student with a counselor or gifted staff member. Students will fill out a questionnaire that helps them process their feelings. This will be placed into their file.

The social/emotional goals on the ALP's will be written to be measurable to better help us monitor and evaluate student growth. Surveys, questionnaires, behavioral plans and anecdotal comments by the students and staff will be kept in their Gifted files.

#### **Evaluation and Accountability: Program Evaluation**

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

The gifted department annually monitors the academic performance of the gifted students in the following ways: AYP on CSAP and district assessments, tracking grades in classes, progress monitoring, and creating cohort data groups in Alpine Achievement. All of these measurements will help us evaluate the effectiveness of our gifted programming. On a yearly basis, we survey parents and students about the gifted programming that they are currently receiving. We summarize survey results to gain knowledge about how our programming services can be revised and expanded to meet the needs of all students. As indicated in the Evaluation and Accountability section above, our district needs to develop additional methods to evaluate gifted programming. Our department will work towards a proposal to help the district move forward in this area.

#### **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.

#### **Personnel Goal (addressing indicators 5, 6 & 7):**

**Harrison School District Two will expand capacity of educators responsible for instruction and counseling of gifted and talented students.**

#### Current status:

Director of Learning Service: The director oversees the program and provides administrative support to the Gifted Department. This position is a voice at the district level to ensure quality programming for all gifted students. **(Meets indicator 5)**

Gifted Specialists: Currently there is one elementary and one middle school specialist who are in charge of district identification and programming of gifted students. A majority of the time is spent on developing ALP's, meeting with teachers of gifted students to provide support and working with gifted students directly in a variety of capacities.

Paraprofessionals: Three Paraprofessionals are part of the gifted department. Their role encompasses a variety of support services: general office work, material distribution to all school of gifted resources, in class support in gifted magnet programs, and assistance with testing.

#### **Timeline to achieve Personnel Goal (indicators 5, 6 & 7):**

#### **By 2008-2009:**

- We will add two in-building GT facilitators at elementary magnet sites. The district elementary specialist can then better serve those GT students not in a magnet school.
- We will hire an additional district gifted specialist to increase programming support at the high school level and focus on identification and programming in the arts.
- One counselor at each high school will be designated to facilitate the academic and social/emotional needs of identified gifted high school students.

#### **By 2009-2010:**

- Elementary and middle school counselors will be trained in the needs of gifted students to

**provide additional support i.e. academic, social, emotional.**

- **The gifted department will train additional building teachers in the needs of gifted students in all areas.**

**By 2010-2011:**

- **We will increase the number of in-building GT facilitators in the district.**

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?

Currently the district employs a director of learning services and two gifted specialists who are qualified to manage the AU plan.

Professional Development opportunities:

Teachers who are teaching the gifted receive credit or pay for attending the following workshops and classes which are put on by district and regional trainers:

1. DCIA Level 1 and Level 2 trainings in differentiated instruction
2. The Social and Emotional Needs of Gifted Children
3. The CDE Online Gifted Courses
4. Professional Learning Communities Trainings in Differentiated Instruction

**By the year 2011:**

- **Each year, at least 90% of teachers who are directly working with gifted students will be expected to complete at least two trainings about gifted students. (Meets indicator 7)**
- **Each year, at least 50% of school counselors will be train on social/emotional needs, as well as academic needs, of the gifted.**
- **The number of staff members endorsed in gifted working with gifted students will double across the district. (Meets indicator 6)**

### **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?

Currently, the district partners with Adam State University to offer staff on-line module classes developed by CDE. These classes are offered every semester to staff members working with gifted and advanced students. The gifted office uses gifted funds to pay for the enrollment fees to encourage greater participation.

Currently, no college or university in the Pikes Peak region is offering a gifted endorsement or master's program in Gifted Education. Therefore, the number of qualified personnel working with gifted students is minimal. It would be nice if local colleges and universities would offer more gifted and talented

trainings to help prepare teachers entering the field to work with gifted and talented students. The answer is not necessarily a master's or endorsement, but is professional development opportunities in understanding and meeting the needs of the gifted for the next three years.

### **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.

**Starting in the 2008-2009 school year, Harrison School District Two matching funds will be nearly two times the amount of the state grant gifted funds. With these combined funds, expenditures will be as follows to meet our programming plan attributes:**

- **pay salaries of at least two district gifted specialists and two in-building GT facilitators**
- **instructional supplies and materials to be spent on supplementary curriculum for GT students, identification materials, consumable classroom supplies, materials to support new art/creativity/leadership identification and programming**
- **non-capital equipment monies to be spent on SmartBoards, laptops, projectors, elmos, and clicker sets for GT magnet school**
- **workshop and travel funds to send GT staff to state Director's Meeting, as well as state and national GT conference to further professional growth**
- **substitute and stipend money to allow teachers to attend professional development opportunities and be compensated for further development of differentiated units to match district curriculum**
- **printing and postage to support communication with parents and stakeholders in the community, as well as supporting efforts of our new Parent Advisory Council for Gifted and Talented Students**

### **Budget: Form**

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

**Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.**

### **Record Keeping**

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students.

**The ALP is used for planning and decision making concerning gifted programming, K-12.**

Student Records: Student records are kept at the Gifted Departments Office in files. Each student who is identified as a Gifted Child has a hard copy folder and an electronic record. The department keeps in the folders the following: test scores, parent permission, ALP's, magnet application, interest inventories, goals, and interventions. The electronic record holds the following information: demographics, test scores, ALP's, extracurricular activities, goals, and interventions. Copies of students ALP's are housed with the counselors at elementary and middle school. Records are maintained by the gifted specialists in the gifted office.

Inventory Records: All equipment, technology, gifted resources such as student novels, teacher resources, and training materials are kept in a database called Destiny so that teachers may check materials out.

Financial Records: All financial records are kept in the finance office. Copies of yearly expenditures are kept in the Gifted Office. Harrison's Grant manager works closely with the department to plan and monitor gifted budgeting.

Maintained of the student records: Currently the records of gifted students who have moved, graduated Etc. are all housed in the gifted department. The goal of the department is clarify and implement district policies regarding destruction and retention of student records.

**Each year, Harrison School District Two will submit an annual report to the state by September 30. (meets indicator 16)**

**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?

Overview of Appeals  
Selection Committee Decisions  
Grades K-12

Parents may appeal the decision of the Selection Committee within 10 days of receiving the notification that the child was not accepted. The letter sent to parent's states they may call the principal if they have questions or want to appeal.

Below are the steps to follow:

1. Principal notifies GT Specialist or Facilitator of the parent's concerns.
2. Principal/GT Contact meets with parents to explain the process and show him/her the child's profile and the guidelines for selection. The student products may be examined along with the results of the tests and checklists.

*Most appeals end here, but if not, follow the next steps. If the parent is not satisfied with the explanation they may ask to go to the next level.*

3. Parents must write a formal letter explaining their disagreement with the decision of the Selection Committee and return the letter to the principal. The principal completes the Appeals for Identification Process Form and sends the form and the parent letter to the Gifted Department and discusses the situation with the assigned Gifted Specialist for that building.
4. The Gifted Specialist or designee will work with the campus to set up an appointment at the school. The principal, GT Specialist, and a building counselor make up the membership of the Appeal Committee. The conference is held and the actual tests may be reviewed by the parent. The rest of the Appeals Form is completed at the conclusion of the conference.
5. If parent are still not satisfied, they will be referred to the Director of Learning Services to review the records and data and determine if the decision needs to be revised.
6. If additional resolution is necessary the Superintendent makes the final decision.

### 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:

<u>File Name Examples:</u>	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  
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303.866.6414

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