

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

Administrative Unit's Name: Lewis-Palmer School District #38		Region: Pikes Peak
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Name of Superintendent	Dr. Ray Blanch	
Superintendent's Signature		
Date: _____		
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)		
<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>		
STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance		
Goal Area I: Student Achievement - Targets		
<i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i>		
Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.		
Evidence 1: Percent of administrative units moving toward locally determined targets.		

Goal Area I: Student Achievement – Record Keeping

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

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

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

Goal Area I: Student Achievement – Assessment Tools

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

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

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

Goal Area II: School Capacity – Training and Programming

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

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

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

Goal Area II: School Capacity – Personnel

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

12.02 (1)(f)(i)

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

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

12.02(1)(f)(i)

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

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

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

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

Goal Area II: School Capacity – Professional Development

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

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

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

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

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

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

Goal Area III: Representation in the Gifted Population – Categories

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

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

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

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

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

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

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

Goal Area IV: Partnerships – Parents

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

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

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

Goal Area IV: Partnerships – Higher Education

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

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the

growth of gifted student education.

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

Goal Area V: Unique Populations – Early Childhood

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

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

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

Goal Area V: Unique Populations – Support Structures

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

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

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

Goal Area VI: Supervision and Monitoring

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

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

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

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

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

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

Goal Area VI: Administrative Unit's CIMP Targets

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

Indicator 17A:

Indicator 17B:

Check here if not applicable

While there were no ‘out-of-compliance’ indicators reported by the 2007 CIMP Review Committee, there were three recommendations for areas to consider for improvement.

Recommendation 1 - There are concerns that the process for identifying students who are gifted is not being applied consistently and that each building has a different interpretation of the process. As a result, students who move into higher grades, or to different buildings, may become “un-gifted” at a later date. This identification process for giftedness must be consistent throughout the district.

Recommendation 2 - Staff allocations for Gifted/Talented are not based on student needs or pupil count. The level of staffing is determined at the building level. It is recommended that minimal staff requirements be developed based on student need and student count for Gifted/Talented staff.

Recommendation 3 - There is inequity in professional development for staff in the gifted and talented (GT) programs (e.g., they all go to a national conference each year) and special education staff who are not afforded opportunities for professional development that is specific to these needs. This inequity should be addressed, not taking away GT opportunities, but by developing a professional development policy that is applied equally to all staff that would meet individual staff needs.

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 -).

Goal Area I: Student Achievement – Targets

- **Indicator 1: By April 2011, Lewis-Palmer School District #38 will determine targets for gifted student achievement for reading, writing, and mathematics.**
- **Evidence 1: Evidence is outlined on the next page**

Goal Area I: Student Achievement – Assessment Tools

- **Indicator 3: By April 2011, Lewis-Palmer School District #38 will name and use assessments other than grade level CSAP to measure learning when gifted students consistently ceiling the CSAP assessment.**
- **Evidence 3: Evidence is outlined on the next page**

Background Information

The following student achievement targets have been developed with input from gifted education facilitators, administrators, and members of the Gifted Education Leadership Team (GELT).

Student Learning – A Solid Foundation is one of the components of the LPSD Strategic Vision: 2007-2012. The vision of success lies in the mastery of core subjects, which will provide a strong foundation and prepare students to thrive in post-secondary educational pursuits, career preparation, and/or the workplace. In addition to the core subjects, it also calls for mastery in the arts, which is consistent with the recent addition of arts identification in gifted education.

While the student achievement indicators in the LPSD Gifted Education Program Plan focus on academic achievement, support for identification and programming for the arts, leadership, and creativity are addressed in the Identification section of this report.

- **CSAP Baseline Data:** The following baseline data provides a ‘starting point’ for determining the Timeline for Implementation of the Student Achievement Indicators. The information is based on CDE Codes used to identify gifted students on the Oct. 1st count. The table further identifies writing, which is the focus in many schools in LPSD, and reading and writing in the ‘Other’ category. LPSD uses the ‘other’ category to identify students who are identified gifted in the non-verbal category. While that does not specify an academic category, non-verbally gifted students may demonstrate their talents either in reading or mathematics. A view of the entire District data follows the list of CDE Codes:

1. Reading
2. Math
3. Reading and Math
4. Other (Non-verbal)

Percent of Gifted Students Scoring Advanced

Grade Levels	Percent of Students Scoring Advanced on 2007 CSAP in Their Area of Gifted Identification						
	Reading (Verbal)	Writing (Verbal)	Math (Quant)	Reading (Verbal & Quant)	Math (Verbal & Quant)	Reading (Other)	Math (Other)
3	38	56	88	71	100	25	67
4	35	42	87	70	100	24	91
5	65	58	94	71	100	29	93
6	63	56	100	89	100	21	96
7	53	60	86	74	95	44	100
8	41	55	81	36	91	30	90
9	29	61	71	39	89	8	75
10	39	32	65	55	36	24	12

- **NWEA Baseline Data:** The following baseline data provides a starting point to determine the Timeline for Implementation of the Student Achievement Indicators. The information is based on NWEA Placement Guidelines for instructional programs. The table identifies the 95th percentile RIT scores as compared to LPSD gifted students’ mean scores by grade level.

Percent of Gifted Students Scoring at the 95th Percentile on NWEA

NWEA Fall Mathematics Screening (RIT Values)						
	GRADE LEVEL					
	4	5	6	7	8	9
LPSD Gifted Grade Level Mean	224	238	239	249	254	257
NWEA 95th percentile (gifted)	222	233	240	248	254	257
NWEA Fall Reading Screening (RIT Values)						
LPSD Gifted Grade Level Mean	220	225	232	233	235	----
NWEA 95th percentile (gifted)	219	226	232	235	238	----

Indicator 1A: By April 2011, students with exceptional verbal abilities will perform at the advanced level on CSAP in reading and writing.

Indicator 2A: By April 2011, students with exceptional verbal abilities will make a year's gain in a year's time in reading and writing as measured by NWEA and classroom formative and summative assessments

Evidence 1A: Percent of gifted students with exceptional verbal abilities performing at the advanced level on CSAP reading and writing assessments

Evidence 2A: Percent of gifted students with exceptional verbal abilities making a year's gain in a year's time in reading and writing as measured by NWEA and classroom formative and summative assessments

Indicator 1B: By April 2011, students with exceptional quantitative abilities will perform at the advanced level on CSAP mathematics

Indicator 2B: By April 2011, students with exceptional quantitative abilities will make a year's gain in a year's time in mathematics as measured by NWEA and classroom formative and summative assessments

Evidence 1B: Percent of gifted students with exceptional quantitative abilities performing at the advanced level on CSAP mathematics assessments

Evidence 2B: Percent of gifted students with exceptional quantitative abilities making a year's gain in a year's time in mathematics as measured by NWEA and classroom formative and summative assessments

Timeline for Implementation

2008-2009

- Percent of students scoring advanced on CSAP will increase by 33%
- School and individual student data for grades 4-10 will be analyzed to determine the percent of gifted students scoring advanced on CSAP in their area of strength and gaps addressed
- School and individual student data for grades 4-10 will be analyzed to determine the percent of gifted students making a year's growth in a year's time on NWEA and classroom formative and summative assessments and gaps addressed

2009-2010

- Percent of students scoring advanced on CSAP will increase by 33%
- School and individual student data for grades 3-10 will be analyzed to determine the percent of gifted students scoring advanced on CSAP in their area of strength and gaps addressed
- School and individual student data for grades 2-10 will be analyzed to determine the percent of gifted students making a year's growth in a year's time on NWEA and classroom formative and summative assessments and gaps addressed

2010-2011

- Percent of students scoring advanced on CSAP will increase by 33%
- School and individual student data for grades 3-10 will be analyzed to determine the percent of gifted students scoring advanced on CSAP in their area of strength and gaps addressed
- School and individual student data for grades 1-12 will be analyzed to determine the percent

of gifted students making a year's growth in a year's time on NWEA and classroom formative and summative assessments and gaps addressed

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.

Goal Area IV: Partnerships – Parents

- **Indicator 11: By April 2011, the Lewis-Palmer School District #38 will provide 100% of the identified students and parents with information and support to advocate, communicate, and collaborate in educational programming**
- **Evidence 11: Percent of students and parents indicating satisfaction on the support they received to advocate, communicate, and collaborate in educational programming as measured on the District Parent Survey**

Background Information

- **Vision and Mission** - LPSD has a clearly stated Purpose, Values, Mission, and Vision for gifted education. Not only is it stated on the District website and in information provided to parents and community, but also can be evidenced in the day-to-day school operations and the behavior and actions of key personnel.
- **District Identification Process** - Procedures for gifted identification are outlined on the District website, as well as in information to parents. The identification process is reviewed yearly and revised based on new State guidelines. The appeals process is clearly stated in parent information and on the District website.
- **Accountability** - Both Administrative Unit Plans and End-of-Year reports are reviewed by administrators and gifted education facilitators. This information guides future decisions with LPSD gifted education. The annual Report to the Board of Education is posted on the District website, and summarized with the Gifted Education Leadership Team (GELT).
- **Parent Partnerships** - Each school develops a parent-student-school partnership to understand and support the needs of gifted students. Information includes ways parents can advocate for gifted children and provide guidance in District-wide programming and leadership. GELT began in 2007 for the purpose of providing guidance and direction to gifted education in LPSD. GELT membership is comprised of gifted education facilitators, school and District administrators, parents, and classroom teachers. Their task over the next three years will be to provide leadership with planning and executing parenting workshops. Each year, gifted education facilitators give an overview of gifted education to parents of gifted students. In 2007, several schools gave reports about gifted education to the school accountability committees.
- **Systems and Processes** - The LPSD Gifted Education Handbooks for parents, community members, and school personnel is reviewed and revised annually to reflect needed changes based on State and local requirements. The Handbook provides clear guidance across the District for identification, programming, accountability, personnel, reporting, and communication of the gifted education program.

- **LPSD Strategic Vision** – *Community Engagement: Collaboration and Service to Others* is one of the components of LPSD Strategic Vision: 2007-2012. The vision of success engages community members and families to build a mutually supportive home-school-community culture that enhances quality of life for all involved. This aligns with Community Outreach in the LPSD Gifted Education Program Plan.
- **Underserved Populations** - Beginning in 2007, specific attention has been paid to identification of gifted students from underrepresented populations. Specific notations concerning ELL students and twice exceptional students are addressed in the current LPSD Gifted Education Identification matrix. During 2007-2008, all schools sent a team of teachers and administrators to Level I of CDE’s Twice Exceptional Training. Future collaboration between the gifted education facilitators, and District and school ELL, and special education personnel will provide support to families of these special populations of gifted students.

Timeline for Implementation

2008-2009

- All school and District websites will be updated annually with information about identification and programming options for gifted education
- Gifted Education Handbook will be updated annually and available for guidance to gifted education facilitators and school personnel
- Gifted Education Parent Handbook will be available for the parents of all identified students
- Annual reports to school accountability committees will be initiated by gifted facilitators and administrators
- Annual update to the Board of Education will report yearly progress on the LPSD Gifted Education Program Plan Goal Areas and Indicators

2009-2010

- By December 2009, all identified gifted students will have an Advanced Learning Plan (ALP) and an annual conference with parents, students, and other school personnel to advocate and collaborate on educational programming
- GELT will initiate a survey to students and parents regarding their satisfaction with the opportunities to support, advocate, communicate, and collaborate in the educational programming of their child
- Gifted education facilitators, special education personnel, and District and school ELL personnel will collaborate on ways to collectively support families of these special populations of gifted students

2010-2011

- GELT will plan and execute parenting workshops based on feedback from surveys
- On-going collaboration on meeting the needs of special populations through parenting workshops and support

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?

Goal Area VI: Administrative Units CIMP Targets

While there were no ‘out-of-compliance’ indicators for Gifted Education in LPSD, there were three recommendations for areas to consider for improvement. The following definition of gifted education has been developed based on CDE’s definition of gifted education, input from the GELT, and feedback from all gifted education facilitators. The definition supports CIMP Recommendation 1, which addressed the need for consistency of gifted identification across the District. The definition provides a common understanding and clear expectations in identifying gifted students. This definition is reviewed annually to determine relevance and timeliness.

In Lewis-Palmer School District #38, ‘gifted and talented children’ means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities.

	Identification
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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).

Goal Area III: Representation in the Gifted Population

- **Indicator 8: By April 2011, Lewis-Palmer School District #38 will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the total enrollment**
- **Evidence 8: Percent of racial and ethnic representation identified in annual school and Board of Education reports**

Goal Area III: Representation in the Gifted Population - Categories

- **Indicator 9: By April 2011, assessment tools for all areas of giftedness including academic, the arts, music, leadership, and creativity are fully implemented and included in the Gifted Education Identification matrix**
- **Evidence 9: Updated Gifted Education Identification matrix on the LPSD website to incorporate criteria for identification in all areas of giftedness**

Goal Area V: Unique Populations – Early Childhood

- **Indicator 13: By April 2011, Lewis-Palmer School District #38 will use screening tools to provide early recognition, interventions and assessments for K-2 students, building a body of evidence of strengths, needs, and interests**
- **Evidence 13: Percent of students' ALPs that include a body of evidence of strengths, needs and interests, KOI results, parent input, and formative and summative classroom assessment**

Goal Area V: Unique Populations – Support Structures

- **Indicator 14: By April 2011, Lewis-Palmer School District #38 will identify gifted children in all underserved populations and provide support structures for parents and students**
- **Evidence 14: Updated Gifted Education Identification matrix on the LPSD website to incorporate criteria for identification in all areas of giftedness**

Background Information

- **Referral** – Information is provided annually to parents, students, and staff regarding the process for referring students for gifted programming services. Referral forms can be available in a variant of languages representative of LPSD. Referrals for identification can be done by K-12 staff, parents, or peers with all staff actively looking for students who demonstrate gifted characteristics. On-going screening takes place in all K-8 classrooms using the Kingore Observation Inventory (KOI) and Scale for Identifying Gifted Students (SIGS) in 6-12 classrooms. All students in 3rd and 5th grades are screened yearly using the Cognitive Abilities Test (CogAT). Parents provide input for referral using the Parent Information Form derived from the KOI or SIGS, and the referral process is ongoing based on student needs.
- **Procedures** – Information on identification procedures including provisions for informed consent, multiple referral sources, student assessment, and appeals procedures is on the District Website and included in the Gifted Education Handbooks. The Gifted Education Identification matrix for K-12 students is consistent District-wide and is monitored by school and District administrators. Procedures include a body of evidence with appropriate balance between qualitative and quantitative measures.
- **Assessment Tools** – An annual review of assessment tools for identifying strength areas of K-12 students takes place with regard to responsiveness to students' economic conditions, gender, developmental differences, and handicapping conditions. Assessment tools for areas of giftedness including the arts, music, creativity, and leadership will be developed over the next three years and fully implemented in the student's primary language. When assessment tools are not available in students' primary languages, then non-verbal and rate of learning scales are provided.
- **Assessment Profile** – Each student's potential is reviewed annually at the Advanced

Learning Plan (ALP) conference. Student profiles are updated annually to reflect students' changing needs in programming services. Profile data including student interest surveys, assessment data, and student and parent input are used to make programming recommendations outlined in ALPs. Specific attention is focused on students of minority populations and students with disabilities. While the ratio of representation of underserved populations in gifted education is within the statistically significant range District-wide, we will look closer at each school's population in the next three years.

- **Identification Criteria** – See attached Lewis-Palmer School District #38 Gifted Education Identification matrix for criteria used to identify gifted students.

Timeline of Implementation

2008-2009:

- All identification criteria for early childhood and unique populations including underserved populations will be updated annually and utilized by school personnel
- Each school will analyze their subgroups in racial and ethnic populations to determine equity in representation on an annual basis
- Work with CDE and other school district leaders in gifted education on identification criteria for the arts, music, creativity, and leadership

2009-2010

- All identification criteria for the arts, music, creativity, and leadership developed by CDE will be utilized by school personnel
- Revise and update the Gifted Education Identification matrix to reflect identification criteria for the arts, music, creativity, and leadership and train gifted facilitators and school personnel

2010-2011

- Continue to review and update the Gifted Education Identification matrix
- Further development of programming for the arts, music, creativity, and leadership and strategies for collaboration between gifted facilitators and specialized teachers in those areas

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: 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).

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?

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?

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Programming: Articulation

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

Programming: Gifted Students New to the District

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

Goal Area I: Student Achievement – Record Keeping

- **Indicator 2: By December 2009, Lewis-Palmer School District #38 will have electronic Advanced Learning Plans in place for all identified gifted students**
- **Evidence 2: Percent of identified gifted students with electronic Advanced Learning Plans in Alpine Achievement**

Goal Area II: School Capacity – Training and Programming

- **Indicator 4: By April 2011, Lewis-Palmer School District #38 will implement tiered programming interventions and options for each category of giftedness**
- **Evidence 4: Percent of teachers indicating satisfaction when asked about their ability to implement tiered programming options**

Background Information

- **Structure** – The ALP is the communication tool that documents the continuum of services and alignment of programming to student needs. The ALP is reviewed at least annually with students, parents, gifted education facilitators, and school personnel and revised accordingly based on the changing needs of the student. Programming options are provided throughout the school day with a variety of school and community resources to enhance students' development in strength areas.
- **Differentiated Instruction** – Training began in 2007 in differentiated instruction (Different Size Learning) and with on-line CDE coursework for self-selected LPSD school personnel. Different Size Learning aligns with current District initiatives in Curriculum Mapping and Understanding by Design. By April 2011, all school personnel will be proficient with integrating differentiated instruction in standards-based curriculum, instruction, and assessment.
- **Affective Guidance and Counseling** – Joint collaboration between gifted education facilitators and school counselors focuses on the social and emotional needs of gifted students. School counselors are members of the acceleration team, as well as take part in or lead ALP conferences. Both school counselors and gifted education facilitators work together to meet the social and emotional needs of twice exceptional students.
- **Content Extensions** – Gifted education facilitators work in collaboration with content

department chairs and classroom teachers to provide differentiated instruction in language arts, mathematics, science, and general cognitive ability. Over the next three years, on-going professional development of differentiated instruction will take place in the areas of the arts, music, creativity, and leadership development.

- **Acceleration Plan** - See attached procedure for acceleration for Lewis-Palmer School District #38 titled Academic Acceleration for High Ability Learners. The procedure will move from DRAFT in 2007 to full implementation by April 2011. The process will be reviewed annually and revised based on student needs and State requirements.
- **Appropriate Match to Strengths** - LPSD uses the Collaborative Inquiry process to examine student data in an effort to close students' achievement gap. In January 2008, the same process was used with gifted education facilitators to analyze the achievement of gifted students in reading, writing, and mathematics. This baseline information allows us to determine the percent of identified gifted students scoring Advanced on the CSAP in their area of strength, and the percent of students making a year's growth in a year's time. By April 2011, all students identified gifted will make a year's growth in a year's time in reading, writing, and mathematics, which has already been addressed in the Student Achievement section. With this achievement information, gifted education facilitators will use on-going formative and summative assessment to determine students' needs and provide for programming services. Programming will include but not be limited to interdisciplinary connections, cluster grouping, accelerated pace, and complexity of content based on students' strengths and needs.
- **Pre-collegiate and Post Secondary** - Currently, gifted students in high school are taking on-line coursework, AP, Honors, and post-secondary college classes (dual enrollment) earning college credit while in high school. Career and college planning conferences for all freshmen are led by gifted education facilitators and/or school counselors in secondary schools to help map a 4-year plan for gifted students.
- **Advanced Learning Plan** - The electronic ALP was initiated in December 2007. By December 2009, all identified gifted students will have an electronic ALP, which includes yearly conferences with all identified students and parents and other school personnel for the purpose of identifying and implementing comprehensive programming. By April 2011, all identified gifted students will have an ALP and all classroom teachers will use it to plan meaningful instruction and learning opportunities for gifted students. See attached Advanced Learning Plan.
- **Articulation**
 - **School and University Personnel:** University level coursework in gifted education is provided within the District to guide classroom teachers in differentiated instruction, accelerated learning, and preparation of students for rigorous academics in college. CDE online courses are taught locally with Adams State College credit available.
 - **Gifted Students:** Students benefit by the increased rigor and instructional strategies learned by the teachers through their professional development.
- **Gifted Students New to the District** - The referral process for identification is ongoing and students new to the District receive programming based on needs.
- **LPSD Strategic Vision** – *The Whole Child: Skills for the 21st Century*, is a component of the LPSD Strategic Vision: 2007-2012. The vision of success is to provide a learning environment which interweaves student learning with a focus on the whole child – mind, heart, body, and spirit. Gifted education will address the whole child through life skills, learning skills, and global awareness. Over the next three years, programming for gifted students will address the whole child in an environment that is conducive to learning and growing to their fullest potential and becoming productive citizens.

Timeline for Implementation

2008-2009

- All K-12 identified gifted students will have an ALP developed collaboratively and reviewed annually with students, parents, classroom teachers, counselors, and gifted education facilitators
- The LPSD Acceleration Plan is reviewed annually and revised based on student needs and state requirements
- The attached Advanced Learning Plan Evaluation Rubric is used to improve skills of gifted education facilitators and school personnel with writing meaningful ALPs

2009-2010

- All K-12 ALPs will be in electronic format that matches students' academic and affective strengths and interests
- The Advanced Learning Plan Evaluation Rubric will be revised and used to improve skills of gifted education facilitators and school personnel with writing meaningful ALPs and support the implementation of the programming goals

2010-2011

- ALP will be used by all school personnel to plan meaningful instruction for all identified gifted students
- The LPSD Acceleration Plan is finalized based on student needs and State requirements
- Programming for all gifted students will include but not be limited to differentiated instruction, interdisciplinary connections, cluster grouping, accelerated pace, and complexity of content based strengths and needs

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: 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).

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

Goal Area VI: Supervision and Monitoring

- **Indicator 15: By April 2011, Lewis-Palmer School District #38 will participate and address areas of need in the CIMP review**
- **Evidence 15: There were no 'out of compliance' indicators as reported by the 2007 CIMP Review Committee**

- **Indicator 16: Lewis-Palmer School District #38 will submit year-end reports by September 30th annually**
- **Evidence 16: The annual electronically submitted Year-End Report to CDE**

Background Information

- **Program Evaluation** – In January 2008, gifted education facilitators examined and analyzed student achievement data in reading, writing, and mathematics. The purpose was to establish a baseline for monitoring students’ academic growth over a year’s time. As stated in the Student Achievement section, all students with exceptional verbal and quantitative abilities will make a year’s growth in a year’s time in reading, writing, and math as measured by NWEA and classroom formative and summative assessments.
 - **Annually** – Building on that initial process, gifted education facilitators and school personnel will use the collaborative inquiry process to examine individual scores of identified gifted students on CSAP, NWEA, and formative and summative classroom assessments to determine a year’s growth in a year’s time for all identified gifted students. Information will be shared with school and District administrators, as well as GELT to identify ways to support students, parents, and teachers.
 - **Every Three Years** – District Parent Survey will include a question determining parents’ perceptions of gifted services meeting the needs of gifted students.
- **Social and Emotional** – In February 2008, the collaboration between gifted education facilitators and school counselors was established to identify strategies for meeting the social and emotional need of students. Future efforts will include developing student surveys, conducting interviews, and joint ALP conferences to facilitate career and/or college planning.

Timeline of Implementation

2008-2009

- By January 2009, each gifted education facilitator, in collaboration with other school personnel, will analyze progress on individual gifted students to determine if they are making a year’s growth in a year’s time. Goals will be developed and included in students’ ALPs for instructional support in their academic strength areas
- School administrators along with gifted education facilitators will report results to the school accountability committee
- Collaboration will continue between gifted facilitators and school counselors on the social and emotional needs of gifted students

2009-2010

- In order to deepen the understanding of the affective needs of gifted students, gifted education facilitators and school counselors will participate in joint training
- Gifted education facilitators and school counselors will survey gifted students to establish a baseline of their affective needs

2010-2011

- Gifted education facilitators and school counselors will survey parents of gifted students to determine their perceptions of gifted services
- The LPSD RtI process will incorporate a comprehensive understanding of the characteristics needs of ALL learners

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?

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?

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

Goal Area II: School Capacity – Personnel

- **Indicator 5: Based on District funding, by April 2011, Lewis-Palmer School District #38 will have a full-time gifted facilitator in every school and a full-time Director for Gifted Education at the District level with a gifted endorsement**
- **Evidence 5: Personnel records on gifted educators**

- **Indicator 6: By April 2011, all gifted facilitators in Lewis-Palmer School District #38 will have or be working toward their endorsement in gifted education and classroom teachers will improve and enhance their skills and expertise to meet the needs of gifted learners**
- **Evidence 6: Review of Professional Growth Plans of gifted facilitators and My Learning Plan of all teachers**

Goal Area II: School Capacity – Professional Development

- **Indicator 7: By April 2011, all certified school personnel in Lewis-Palmer School District #38 will be proficient with integrating differentiated instruction in standards-based curriculum, instruction, and assessment**
- **Evidence 7: Assurances from principals based on Teacher Evaluations**

Goal Area IV: Partnerships – High Education

- **Indicators 12: By April 2011, Lewis-Palmer School District #38 will initiate conversations through Pikes Peak BOCES and local higher education agencies to provide a local university level endorsement in gifted education and extend the options for certified personnel in the Pikes Peak area**
- **Evidence 12: Documentation of meeting notes**

Background Information

- **Personnel** – Currently each school in LPSD has at least a part-time gifted education facilitator and there is a part-time position at the District-level for oversight and coordination of the gifted program. Conversations about the changing roles of the gifted education facilitators began in 2007 with the change in State Statute concerning identification and programming for gifted students ages 5-21. We have begun the process of moving from an exclusively pull-out model of services to a collaborative approach where gifted education facilitators and classroom teachers provide for the needs of gifted students. This coaching model is integral to the changing role for gifted education facilitators. Recommendation 2 from the 2007 CIMP review regarding the consistent allocation of school personnel will be addressed in future years so that the minimal staffing per school will be based on student needs.
- **Professional Development** – Based on Recommendation 3 of the 2007 CIMP review, professional development opportunities and funding in gifted education has been extended to other educators throughout the District. At the end of 2007-2008:
 - 165 teachers and administrators have participated in and received professional learning credit for workshops or courses in programming for gifted education.
 - All elementary teachers and administrators have participated in introductory training on the KOI.
 - The high school has initiated a school-wide professional development in differentiated instruction with a flexible approach for novice and experienced teachers.
- **Higher Education** – On-line courses in Characteristics in Gifted Learners and Raising Thinking Skills through Higher Order Questioning are offered to all District personnel with credit available through Adams State College. Additional courses will be offered on an on-going basis. In 2007-2008, seventy-five LPSD teachers expressed interest and requested information about pursuing an endorsement in gifted education.

Timeline of Implementation

2008-2009

- LPSD leadership will initiate the conversation with Pikes Peak BOCES and higher education about the development of a locally offered gifted endorsement program
- On-going on-line courses in gifted education will be offered to all LPSD personnel
- Middle schools will initiate a school-wide professional development in differentiated instruction with a flexible approach for novice and experienced teachers
- Training annually in KOI is continued with all classroom teachers to promote understanding of the nature and needs of gifted students
- School teams will attend CDE's Twice Exceptional Level II training and collaborate on ways to work together to support twice exceptional students and families in the school
- Gifted education facilitators and classroom teachers will collaborate to best meet the needs of gifted students through a coaching model

2009-2010

- Based on District funding, LPSD will support and fund full-time gifted facilitators in all schools as a baseline for staffing and a full-time coordinator of gifted education at the District level

- Professional development will continue for K-12 in differentiated instruction through workshops, collaboration, and in-service opportunities
- Initial training will take place in the RtI process for recognizing and addressing the needs for gifted students
- On-going training on the coaching model will support the collaboration between gifted education facilitators and classroom teachers

2010-2011

- All gifted facilitators will be working toward an endorsement in gifted education
- All teachers will have extensive knowledge of differentiated instruction

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.

A collaborative method is used annually to plan a budget for gifted programming at the school and District levels as outlined in the attached Gifted Education Budget Guidelines

- Each spring gifted facilitators collaborate with their building administrators to develop a budget plan for gifted students based on programming need
- Input on the gifted education budget is provided by gifted education facilitators and leadership including GELT
- Review of the gifted education budget is submitted for review and input to District leadership
- The budget addresses
 - Salaries for gifted facilitators and District leadership in gifted education.
 - Professional learning for gifted education
 - Materials for identification of gifted students
 - Activities associated with programming options
 - Supplies and materials used in the programming
 - Technology and equipment used in the education of gifted 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.

The District has trained staff to use all current, up-to-date database information for gifted students. Record keeping is transitioning from paper records to electronic format. Therefore, all records including financial, inventory of equipment, and student records are in electronic versions and retained within the District database.

Currently there is no procedure in place for the confidential destruction of gifted students' paper records. Procedures will be developed and operational by April 2011.

See the attached Advanced Learning Plan. Permission has been received from Ben's parents to send to CDE.

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?

See the attached Lewis-Palmer School District #38 Gifted Education Identification Appeals Procedures. It is currently on the District's webpage for gifted education and available for public viewing.

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.

Attached to this Gifted Education Program Plan are the following attachments:

- **Lewis-Palmer School District #38 Gifted Education Identification matrix**
- **Lewis-Palmer School District #38 Gifted Education Identification Appeals Procedure**
- **Lewis-Palmer School District #38 Advanced Learning Plan (ALP) Evaluation Rubric**
- **Lewis-Palmer School District #38 Academic Acceleration for High Ability Learners**
- **Alpine Achievement Advanced Learning Plan (permission was obtained from parent)**
- **Lewis-Palmer School District #38 Gifted Education Budget Guidelines**
- **Monument Academy Gifted Education Program Plan 2008-2011**

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, rose_d@cde.state.co.us. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples: Douglas County_ProgramPlan_08-11
Douglas County_Budget_08-09
Douglas County_ALP_08-11
Douglas County_PPAttachment_08-11

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

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

CDE Contact Persons:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

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303.866.6414

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



