

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

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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)

⇒ 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:

X Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

X Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: The percent of students gifted in language arts scoring at the advanced level will increase from 53% to 80% by the end of 2011 as measured by CSAP.

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

reading tests.

Indicator 1B: The percent of students gifted in math demonstrating adequate yearly progress will be 100% by end of the 2011 school year as measured by curriculum-based assessments. (NWEA/Scantron).

Evidence 1B: Percent of students gifted in math who demonstrate adequate yearly progress on the district's curriculum-based assessments. (NWEA/Scantron)

Indicator 1C: The percent of students participating in dual credit or AP/Honors opportunities will increase from 20% to 30% by the end of the 2011 school year as measured by successful course completion.

Evidence 1C: Percent of students successfully completing course work as reported by the building registrars.

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: 100% of parents of formally identified gifted students will work with building level staff in providing input to their student's ALP and service options as evidenced by parent attendance at building events and ALP conferences each year.**
- Information regarding identification and programming is posted on the district website.
- Stakeholders access and participate in the process for identification assessment and programming options by contacting their school of attendance.
- Each elementary school engages parents of GT students at a minimum of 3 to 4 times a year at a PEAK night. This is informational as well as activity based.
- Widefield School District 3 will begin to develop parent opportunities at the secondary level during the 2008-2009 school year with consistent implementation by 2011.
- School newsletters and websites inform parents of opportunities for gifted and talented students.
- Throughout the identification process, parent input is solicited and accepted. It becomes a part of the "body of evidence."
- GT resources are available to parents and educators at the buildings in professional libraries.
- PEAK coaches are part of the RtI process in each elementary building providing support and information regarding the needs of gifted students.
- PEAK coaches provide embedded staff development at the building level as determined by building level need.
- Widefield School District 3 will develop a GT liaison position at each secondary building to build capacity within staff for meeting the needs of the gifted students. This position will be a counselor responsible for facilitating the RtI team/process at the building. The liaison will also work collaboratively with parents to determine and program for student needs. We will develop this during the 2008-2009 school year with full implementation by the spring of 2011.
- Translators are provided during conferences and designated activities to support parents of ELL students.

Definition

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

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

Identification

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

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

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

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

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

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

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

Goal: Widefield School District 3 will begin to develop specific criteria and determine appropriate assessment instruments for formal identification of students in the visual/performing arts, and the areas of creativity and leadership with implementation by the end of the 2011 school year.

The process for identification begins in one of two ways for all students grades K-12, either the student is nominated by the teacher, parent or themselves, or assessment data identifies that the student has additional needs. Surveys are then completed by teachers, parents, and students to gather information regarding strengths, interests, and areas of need for further support and/or challenge. This information along with assessment data and classroom evidence is used to develop a "body of evidence" for review by the building RtI team. Data may include but is not limited to; CogAT, Kingore rating scales, the Iowa Acceleration Scales, classroom work, projects, writing samples, CSAP, district benchmarking, NWEA/Scantron achievement tests, DIBELS, common formative assessments specific to curricular areas, and parent rating scale. Based on the above information, our school psychologists may complete further formal cognitive and/or achievement assessments. Students formally identified as gifted have a "body of evidence" containing standard scores at the 95th percentile and above.

Widefield School District 3 focuses on each child by name and need. Each building has a process for reviewing student achievement data with a focus on each child. Building Leadership Teams and data teams address individual needs as well as disaggregate groups for identification and programming. This process serves to address the needs of typically underserved populations as the focus is on the child by name and need. During the next three years we will further develop our capacity to identify and serve twice exceptional students and explore additional resources that assist in removing cultural bias from formal identification procedures.

Each building has an RtI team and process for review of data as it relates to student needs. The PEAK coach or GT liaison is a member of the team and works collaboratively to determine formal identification

and programming needs.

At the elementary level, three focus schools are available to assist in meeting specific needs in the area of visual/performing arts, foreign language, and math/science. Currently, at the secondary level, specific audition criteria and/or rubrics are used to identify students in the performing arts who exhibit exceptional ability. Widefield School District 3 will begin to develop specific criteria and determine appropriate assessment instruments for formal identification of students in the visual/performing arts, and the areas of creativity and leadership with implementation by the end of the 2011 school year. Additionally, secondary schools are tracking enrollment in AP/Honors courses and dual credit courses to ensure access to typically underrepresented groups. Teachers are actively recruiting students with potential for success in these courses.

Upon nomination for gifted programming, the parents are notified and asked to participate collaboratively in creating a body of evidence. Communication will continue throughout the process and culminate with the creation and annual review of the ALP.

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.)

Goal: All levels of gifted programming will be facilitated through the RtI team process developed at each building in the district and measured by number of students receiving services and students formally identified with an ALP.

Structure

The following strategies and options are available to meet the needs of gifted and talented students. Depending on the needs of the students, the resources in the building, and the expertise of the classroom teacher, the option(s) accessed may be combined i.e.: pull-out and the general classroom.

Accelerated Content: Student advances in a particular subject.

Accelerated Grade: Student skips all or part of an entire grade.

Advanced Placement: Student participates in a specific content area and takes an exam to be eligible to receive a college credit.

Cluster Grouping: Gifted students grouped together in a regular class.

Cross Age Grouping: Grouping strategy that mixes children of different ages for instruction.

Curriculum Compacting: Students may complete work in a particular subject in-depth and at a faster rate.

Differentiated Instruction: Modification of programming and instruction based on a student's academic needs and abilities.

Distance Learning: Learning through a correspondence course or on-line instruction.

Enrichment Classes: Short-term, small group enrichment designed to take the regular curriculum to a higher level.

Fairs, Contests, Festivals: Opportunities for student to compete and perform.

Flexible Ability Grouping: The grouping of students for instruction according to their ability level.

Honors Classes: Students participate in challenging content within core class areas.

Internship: Student works on a specific project with an expert in a field of study.

Leadership Skills: It is the intent of WSD3 to provide opportunities for students to sharpen their leadership skills.

Mentorship: Students learn individually or in small groups about a career opportunity with an expert in the field.

Mini Course: Short-term course designed to enhance the regular curriculum.

Resource Classes: Classes and activities held during the school day but outside the regular classroom.

Seminars: Special short-term sessions where the student focuses on one area of study.

Vertical Movement: Sometimes, it is necessary to have a student work with others at a more advanced level by working in a grade level above their placement.

College of William and Mary literature units

Jacob's Ladder

Elementary Level:

The options listed above are available at the elementary level and implemented based upon student need.

Options most frequently accessed to meet student needs are as follows: accelerated content, flexible ability grouping, cross age grouping, curriculum compacting, differentiated instruction, enrichment classes through pull-out programming, mini courses, independent projects, enrichment classes, fairs, contests, and festivals, pre-algebra, Jacob's Ladder, and Junior Great Books.

Junior High:

The options listed above are available at the junior high level and implemented based upon student need.

Options most frequently accessed to meet student needs are as follows: cluster grouping, flexible ability grouping, accelerated content, differentiated instruction, honors courses, enrichment classes, fairs, contests, and festivals, and College of William and Mary literature units.

High School:

The options listed above are available at the high school level and implemented based upon student need.

Options most frequently accessed to meet student needs are as follows: accelerated content, cross age grouping, differentiated instruction, distance learning, Honors/AP courses, dual enrollment courses, vertical movement, and post-secondary options.

Additionally, each building will identify and implement support structures for typically underserved populations of gifted students to support their success and retention in programming.

Differentiated Instruction This is determined by the INDIVIDUAL needs of the student.

Activities that support higher order thinking skills will be combined with options previously described.

Content: Students requiring depth and breadth in content areas or who exhibit a passion for a particular subject may participate in units specifically designed to meet their needs. Students demonstrating mastery as determined by pre-assessments or achievement data will participate in a variety of activities that will address the skill at a higher level.

Process: Tiered instruction, ability grouping and cluster grouping will assist in meeting the needs for differentiated learning with specific skills.

Product: Students will have the opportunity to select from a variety of choices that spans the learning modalities in how they will demonstrate their knowledge.

Classroom differentiation, compacting, single subject and grade level acceleration, honors/advanced placement courses, interest grouping and dual enrollment are additional options for differentiated

instruction.

Affective Guidance and Counseling

Widefield School District 3 will focus on building capacity in the area of affective guidance and counseling for the gifted student to meet their unique and specific needs. Currently, all PEAK coaches and elementary counselors work collaboratively to address the social and emotional needs of identified students. At the secondary level, we support the gifted students through our college counselors in developing plans both academic and post secondary, to assist them in meeting their individual goals. Individual goals will cross the areas of early college planning, assistance with the college application process, and career planning. Additionally, through the RtI process, needs in this area may be addressed. Staff development to support affective guidance and counseling will be developed and implemented by spring of 2011. Additionally, regional staff development opportunities will be made available to all counseling staff each year.

Content Extensions

Language Arts: Interest level projects, independent projects, subject acceleration, AP/Honors, Dual Enrollment opportunities, school newspapers, Jacob's Ladder, College of William and Mary Novel Units,

Math: Interest level projects, content acceleration, AP/Honors courses, Dual Enrollment opportunities, Post-Secondary options.

Science: Interest level projects, content acceleration, AP/Honors courses, Dual Enrollment opportunities, Post-Secondary options, Science competitions.

Creativity: Interest level projects in content area courses, project based assessment opportunities, mini-lessons/courses, enrichment opportunities.

Leadership: Teacher cadet program, mentorships, Hispanic Leadership Program (apply and selected), CASB leadership program (apply and selected), Urban League Program (apply and selected), Student Cabinet, ROTC, DECA.

Performing Arts/Music/Visual Arts: K-6 Focus Schools with open enrollment for each Tier, Select group opportunities, varied course offerings at the secondary level, contests/competitions/fairs/shows.

General Cognition: Acceleration-grade/subject, cluster grouping, mini-courses, enrichment opportunities.

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).

There are three options that the RtI team may utilize when considering acceleration. Compacting for single or multiple subjects is our first level of intervention. Students with additional needs may be single subject accelerated or grade accelerated based on a "body of evidence." Pacing is addressed through each option.

When students are considered for full grade acceleration, a "body of evidence" is required to minimally include the following: results from the Iowa Acceleration Scales, involvement of the school psychologists, and parents. We begin with administration of an individual aptitude test (K-BIT, WISC IV, WPPSI III) administered by one of our school psychologists. If the child's score falls within the gifted range, we proceed with additional academic testing and administration of the BASC to obtain information related to social/emotional needs when deemed appropriate, that is administered by the

school psychologist along with the Iowa Acceleration Scales. Additional artifacts are added to the “body of evidence.” Once the evidence is available, the RtI team or representatives meet to review options for the student and a parent meeting follows to determine appropriate acceleration and/or programming. An ALP is developed or revised based on the needs of the student.

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student’s individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

Each student’s needs will be addressed through the RtI process at the building level. A “body of evidence” to include both formative assessments and evaluative assessments will assist in determining programming needs. Formative assessments will include but not be limited to; MAPs/Scantron, classroom assessments, common formative assessments within subject areas, benchmarking assessments, and project based assessments. Assessment data in combination with conferencing with students regarding strengths and interests will be foundational in matching programming to the strengths. At the elementary level, the PEAK coach will facilitate and monitor programming. At the secondary level, the counselor serving as the GT liaison will facilitate and monitor programming.

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?

Secondary students have several opportunities in the area of Pre-collegiate and Post Secondary studies. Students who may be underperforming or in the talent pool will have the option of participating in the AVID program. Gifted and talented students have the following options available to them in the Pre-collegiate and Post Secondary arena: Honors course work; Dual credit courses, AP courses, Teacher Cadet Program; Mentorships; advanced course work opportunities at the junior high level through cluster grouping; and course work opportunities through UCCS and Pikes Peak Community College.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

The advanced learning plan will be developed collaboratively through the RtI process. The PEAK coach or secondary counselor will facilitate the process using a “body of evidence.” The plan will be developed with the student’s teachers and the building RtI team. The PEAK coach and counselor will further refine the plan with the input of parents and the student. Plans will be reviewed and updated annually with a parent/student conference.

Programming: Articulation

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

Programming options begin with communication at the building level with the child’s school of attendance. This holds true P-12th grade. Based upon data and student needs, an ALP will be developed. The ALP plan will be housed electronically through Alpine Achievement and therefore accessible to each teacher as the child progresses through the district and between levels. The PEAK coach and counselors will ensure that communication regarding student needs takes place as students transition from elementary to junior high and junior high to high school allowing for seamless transition of services. As students begin the scheduling process in a new building, counselors meet with the staff to determine programming options that will best meet the needs of students. This includes students of all ability levels including the gifted and talented students. PEAK coaches and the counselor serving as a GT liaison will be instrumental in facilitating this process.

Programming: Gifted Students New to the District

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

Parents and students new to the district will work through their school of attendance to access services for

the gifted and talented. Upon request, they will participate in the identification process as outlined under the identification section of the plan. This will be addressed upon time of their enrollment. Widefield School District 3 will use the student's transfer records when available, of identified students, to determine available programming options that will continue to meet the student's needs and provide for a seamless transition.

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?

Goal: Widefield School District 3 will select and implement NWEA MAPs and/or Scantron assessment programming during the 2008-2009 school year in order to obtain data regarding academic growth of gifted students.

The achievement of gifted students will be monitored with methods that align with the state and district accreditation process as well as building level systems action plans. Widefield School District 3 will implement NWEA MAPS and Scantron assessments in the areas of reading and math during the 2008-2009 school year to assist in measuring annual growth for students. This data will be the focus of building leadership teams, and grade level and department professional learning communities in which student needs and instructional strategies/programming are processed. A variety of data is used to monitor student progress that includes but is not limited to: NWEA MAPS, Scantron, DIBELs, CSAP, benchmarking, classroom/district common assessments, classroom products, performances in the performing arts area, auditions, and competitions/concerts/showings for the visual and performing arts and leadership.

Gifted student achievement and reporting are consistent with accreditation requirements. All data is reported through our department of student achievement and presented to the board of education. Data will be disaggregated with an N of 30 to ensure student privacy in reporting. NWEA/Scantron data will be used in reporting demonstration of growth.

ALPs will be implemented during the 2008-2009 school year. The PEAK coach at the elementary level and the GT liaison at the secondary level will facilitate and monitor the plans. When appropriate, other staff members and/or the RtI team may be involved in ALP revisions. Conferences will be held annually with the student and parents to review goals, progress, and make revisions to the plan.

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).

Goal: Widefield School District 3 will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the counseling and programming for gifted students by providing professional development opportunities in the area of affective guidance and counseling with full implementation by the spring of 2011.

Widefield School District 3 will begin the process of building capacity with counseling staff to assist in meeting the social, emotional, and/or behavioral needs of gifted students. A system for monitoring student's social, emotional and/or behavioral development will be developed through the RtI process by the spring of 2011.

Currently, counselors work with groups of students based on needs identified at the building level. The addition of groups to address specific needs of gifted students would support areas such as perfectionism, how to deal with stress, how to work in a group, and self-advocacy. Secondary counselors also address career and/or college planning and meet with all students individually minimally once a year. They will continue to do this which will include gifted students. This is documented through the counseling department 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.

Widefield School District 3 will develop an instrument to solicit feedback from parents of students that are formally identified for GT services. The instrument will be designed to review specific components of our program design and parent communication/information. Additionally, we will develop a cycle for periodic review. This will be completed with the survey being administered during the 2010-2011 school year.

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.

Widefield School District 3 will provide instruction to gifted students through highly qualified teachers and counselors in their assigned content area. Counselors working with gifted students are highly qualified as counselors. PEAK coaches in the elementary schools are all highly qualified meeting the elementary education criteria. Additionally, they have been trained in the characteristics of giftedness, the state identification module, Iowa Acceleration Scales, Kingore Rating Scale, and the state module for differentiated instruction for the gifted student. PEAK coaches also assist in embedded staff development at the building level to build knowledge of the gifted student and their needs with all staff. The district will develop courses for all staff to access that will build skills in identifying gifted students and in meeting their needs.

Widefield School District 3 will continue to provide staff members with information regarding available GT certification programs, regional and state staff development opportunities, and build capacity through hiring staff with GT endorsements.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

X Yes In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

Goal: Widefield School District 3 will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students by developing staff development courses in each of these areas and offering them to district staff beginning with the 2008-2009 school year.

Data driven decision making has been foundational to creating a need within buildings for meeting the needs of the gifted student. Staff is now requesting support in determining how to meet their needs. Courses are being developed to build capacity within staff on the characteristics and needs of gifted students. Within this training, identification will be a focus as well as providing some strategies that may be implemented in the classroom. Additional staff development courses will be developed based on need to address instructional strategies, programming, and counseling skills to support gifted students.

Staff will also be provided with opportunities to participate in area and regional trainings that will increase their skills and knowledge base with a focus on the gifted student.

Currently, all staff is required to be highly qualified in their content area as defined by the Colorado Department of Education. There is not a specific requirement at the district level that staff working with gifted students is licensed in gifted education. We will work to build capacity in this area encouraging staff interested to pursue the gifted education endorsement.

The program plan is managed by the Executive Director of Curriculum and Instruction. This person holds a masters degree in administration with an emphasis in curriculum and instruction.

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?

Widefield School District 3 will participate in regional efforts to support gifted education. As opportunities are available to collaborate with universities and colleges we will participate. Currently, there is not a gifted program offered through higher education in the area. Additionally, we participate with the regional directors and area districts, meeting both formally and informally to provide support for each other.

Higher education support through teacher education programs and the offering of coursework specific to building teacher skills in the area of gifted education would be helpful in building capacity among our staffs.

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.

Currently our funding is limited. Therefore, state funding will be used for the salaries of two or three half time PEAK coaches to support all elementary buildings having a half time PEAK coach.

Administrative unit funding supports seven to eight half time PEAK coach salaries, funding for all supplies/materials, competitions/contests/fairs, staff development, assessment needs, and post secondary options when appropriate.

Stakeholder input is obtained through building accountability committees (BAAC) as each building has different needs within their population. Additionally, DAAC is informed and provides input.

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.

Records will be maintained for gifted education as they are for all programs receiving state funding. Financial records; copies of the plan and submitted budgets will be maintained for five years and then destroyed. Inventory of equipment purchased with state funds will be maintained and retained for five years after equipment has been depreciated. Student education records will be maintained electronically through Alpine Achievement. A cover page from the ALP will be placed into the students cumulative file and become part of their permanent record.

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?

Identification for gifted education will be completed through the RtI process. The PEAK coach at the elementary level and the GT liaison at the secondary level will notify parents of the results based on a “body of evidence.” The first level of appeal will take place at the building level with the coach/liaison and principal/designee where parents will have the opportunity to review data and work collaboratively with the building for resolution. Parents with additional concerns may appeal to the program coordinator. Final decisions will be made with the building and program coordinator collaboratively and communicated to the parent by the program coordinator. Each building will notify parents of the process.

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. 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:

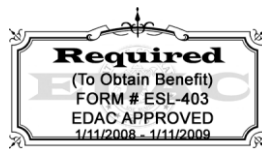
Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

CDE Contact Persons:

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

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

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



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

BOCES Consolidated Signature Page

Administrative Unit's Name:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		

List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:

Copy, complete signatures and mail to:

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