

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

Administrative Unit's Name: Falcon School District #49		Region: Pikes Peak
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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.

Falcon D49 is progressing towards 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. **District: 35% as of April 7, 2008**

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.

Falcon D49 uses the Scantron Assessment given three times per year as an alternative assessment 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.

Falcon D49 uses a two-tiered programming for the various categories of giftedness. In the elementary schools we service the identified students in pullout classes and high-achieving students in the same pullout class. The number is approximately 15% of the grade enrollment but is not rigid in order to include underserved populations. The content changes quarterly to service a larger variety of gifted and high-achieving students. The middle schools use mainly a push-in service where the gifted resource teacher goes into the classrooms and offers enrichment or advanced content in differentiation. Sometimes this is by interest and includes both tiers of students. Competitions and enrichment activities are open to both gifted (Tier I) and high-achieving students (Tier II.) The high school advises gifted students directly but allows Tier II students the option of testing in or trying honors and/or AP classes. Competitions and enrichment activities are open to both gifted (Tier I) and high-achieving students (Tier II.)

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.
Falcon D49 currently has a Coordinator of Gifted & Talented Programming who manages the Gifted Program Plan and professional development activities.

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.

Falcon D49 currently has one teacher/administrator who has had training in gifted education (A Master’s in Curriculum and Instruction with a certificate in instructing gifted and talented students from UCCS, and should receive Colorado state endorsement by May 2008) beyond conferences and BER trainings and classes, which is ten percent (1 of 10). One 2008-2011 goal is to increase the capacity of gifted educators in the district and increase the number of highly qualified personnel in gifted education to 25 percent. We have no classrooms consisting of mainly gifted students in the district.

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.

Falcon D49 provides the funding and releases personnel from buildings to send gifted resource teachers to attend professional development opportunities. Our goal is to free the current gifted administrator from direct teaching duties to provide more in-house professional development in addition to continue providing funding.

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.

% Of D49 Gifted Identified

D49 Total Served (Tier I + II)

D49 Enrolled

Asian:	6% of Identified	5% of Served	5% of Population				
Black:	3%	6%	9.5%				
Hispanic:	6%	9%	15%				
Native Am:	2%	1%	1%				
White:	83%	79%	69.5%				
		African- Caucasian	Am	Asian Am	Latina/o Am	Native Am	Total (100%)
% of students	69.5	9.5	5	15	1	100	
% of GT students	83	3	6	6	2	100	
Chi Square test	0.01785						
Degrees/Freedom	4						
chi square	11.9339						

The chi square of 11.9339 probability is not less than .05 and therefore is not significant. These numbers indicate that Falcon D49 demonstrates appropriate proportionality in the gifted population (number formally identified) compared to its total enrollment.

It is a 2008/2011 District goal to increase the percentage of GT identified students in both African-American and Latina/o-American ethnicities.

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.

Falcon is in the process of defining proper criteria for identifying students in the visual and performing arts, music, creativity, and leadership.

The Gifted coordinator for Falcon D49 is currently researching appropriate guidelines for identifying gifted students in leadership as part of her PhD research with the intention of making recommendation of her findings to CDE in the summer of 2008. The goal is to have the final research completed by May 2009.

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.

Falcon D49 does not qualify for the USTARS program.

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.

The current policy of D49 is to involve parents in 100% of the ALPs written either by direct contact, or with parent request in lieu of a conference the ALP is mailed directly to the parent for review and signature, and then the signature page is returned to the gifted resource teacher (mainly for those students in high school.) No ALP is signed off without parent signature.

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.

At the high school level, we currently partner with UCCS and Pikes Peak Community College for dual-enrollment of students needing advanced courses not available through the high school alone. During the 2008/2009 school year we will be implementing vocational concurrent enrollment in a health program. One goal is also to collaborate with institutions of higher education in conjunction with the teachers who are taking classes from these institutions in the next three years.

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.

This is a three-year goal for Falcon D49. We currently do not have a procedure in place as we have limited personnel contact time in the elementary schools.

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.

It is a three-year goal for Falcon D49 to increase our support structure. We currently have a flexible inclusion policy to allow students from underserved populations to participate in gifted services, and use a Body of Evidence in our identification model.

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

Falcon D49 does not currently participate in the CIMP process.

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. **Falcon D49 does not currently participate in the CIMP process.**

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

Goal Area VI: Administrative Unit’s CIMP Targets

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

Indicator 17A:

Indicator 17B:

Check here if not applicable

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

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

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

Goal: Parental Involvement

Falcon D49 will implement a parent advisory group to increase information communication and to collaborate in the programming options on the district once a quarter.

Indicator 18A: Parent advisory group is formed and meetings held once a quarter.

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: Students identified gifted in language arts performing at the advanced level on CSAP reading will increase by 5%.

Evidence 1A: Percent of students gifted in language arts performing at the advanced level in reading. (Elementary: 54% - 59%. Middle: 63% - 68%. High: 46% - 51%.)

Indicator 1B: Students identified gifted in language arts performing at the advanced level on CSAP writing will increase by 5%.

Evidence 1B: Percent of students gifted in language arts performing at the advanced level in reading. (Elementary: 53% - 58%. Middle: 56% - 61%. High: 53% - 58%.)

Indicator 1C: Students identified gifted in mathematics performing at the advanced level on CSAP math will increase by 3%.

Evidence 2A: Percent of students gifted in mathematics performing at the advanced level on CSAP math.

Indicator 2A: Students identified gifted in language arts will demonstrate at least one year's growth on Scantron reading and language arts assessments.

Evidence 3A: Scantron chart will show at least one year's growth.

Indicator 2B: Students identified gifted in mathematics will demonstrate at least one year's growth on Scantron mathematics assessment.

Evidence 2B: Scantron chart will show at least one year's growth.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.

How will the stakeholders access the process for identification assessment and programming options?

How are parental engagement opportunities fostered and implemented? How do parents provide input

about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The AU at Falcon D49 will communicate options available for gifted programming through multiple avenues. An informative website has been published stating the gifted program structure, options, and resources and will be updated quarterly or as needed. In addition, an information parent night will be held semi-annually for elementary, middle, and high school. These meetings will be held for the purpose of dispersing information on programming options and the identification process including discussions on the purpose and process of the gifted Advanced Learning Plan. Parents from traditionally underrepresented groups will be specially targeted to attend. A parent advisory group will be formed for the purpose of providing parent input into how parents can provide support for the district gifted and talented program (SOAR). A special effort will be given to recruit parents from traditionally underserved populations. Parents will be encouraged to attend conferences concerning Advanced Learning Plans to discuss their own student's strengths and challenges. Gifted & Talented Resource teachers will be encouraged to discuss student progress in the written goals in the ALP with the appropriate school educators, and to communicate such progress to parents. These goals will be reviewed annually.

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).

IDENTIFICATION

The process of identification for gifted and talented learners for Falcon School District 49 includes four steps that evolve in an ongoing cycle. The intent is to implement an identification process that is fair, comprehensible, credible, and defensible.

1. Implement a referral process;
2. Implement a screening process;
3. Develop a student profile with a body of evidence;
4. Recommend services.

Falcon D49 identifies gifted students in the five areas mandated in the ECEA rules:

- 1) General or Specific Intellectual Ability: Gifted identification in this area is a minimum score of 97% Cognitive Ability Test plus 85% Achievement test, or 95-96% Cognitive Ability test plus 85% Achievement test plus 75% possible Teacher Rating Scale points. Additional Body of Evidence (e.g. student portfolio, etc.) may be used to strengthen evidence with committee approval.
 - 2) Specific academic aptitude: Achievement identification is a score of 97 percent or higher on a nationally-normed achievement test, or 95 percent or higher achievement test with a supporting teacher rating scale of at least 75 percent. Achievement identification can be a recommendation to middle school but does not take place in elementary school except for exceptional cases. A portfolio that includes student GPA may be used to strengthen evidence with committee approval. Criterion-referenced assessments are required for identification in this area.
 - 3) Creative or productive thinking: Specific criteria for this area is still being determined but will be based on a rubric that includes one or more of either the CDE recommended assessments, Gifted Evaluation Scale, The Torrance Test of Creativity, The Kingore Observation Inventory, Teacher Rating Scale, and/or portfolio evidence.
 - 4) Leadership Abilities: Specific criteria for this area is still being determined but will be based on a rubric that includes one or more of either the CDE recommended assessments, Gifted Evaluation Scale, Leadership Checklist, Teacher Rating Scale, and/or portfolio of student contributions in this area.
 - 5) Visual arts, performing arts, musical or psychomotor abilities: Specific criteria for this area is still being determined but will be based on a rubric that includes one or more of CDE recommended assessments, juried performance, student portfolio/exhibit, recital, and/or teacher rating scale.
- It is the goal of Falcon D49 that criteria for all five areas will be determined by the end of the 2009/2010 school year.

PARTICIPATION INTO GIFTED SERVICES

Students are screened for the SOAR program using some or all of these assessments:

Qualifying scores on a Standardized or Norm-Referenced Test:

Cognitive Abilities Test; (Given district-wide in third, fourth, sixth and ninth grades)

Scantron Achievement/Performance test; (Given district-wide grades 3 – 10 three times per year)

SRI; (Given in some schools twice a year in place of reading Scantron assessments)

CSAP Scores; (to monitor achievement progress only)

Other assessments from previous districts;

Juried performance, portfolio, recitals, and exhibits;

Teacher rating scale; (Given when additional information is needed or requested)

Previous participation in a gifted program with accompanying verification.

The students that we serve in this program fall into two tiers. The first tier consists of the students who are formally identified as gifted according to Colorado state identification criteria. The second tier consists of students who demonstrate strengths in specific areas but do not meet the identification criteria for giftedness. Students in both tiers may be included in SOAR programming options according to student strengths and interests.

UNDERSERVED POPULATIONS

All levels of students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) are recruited/informed, identified and served by continual informal communication between the building Gifted and Talented Resource teacher and staff. Efforts are made to seek a more varied body of evidence to qualify these students for participation into gifted and talented programming. Disaggregated data are evaluated to target and screen these students according to interest and strength. There are no numerical limits placed on program participation so that students from underserved populations who do not meet qualification criteria but are recommended can be included at every level and be given the opportunity to participate in available programming. A parent referral system is being developed into the screening process for all students at all levels with the district goal of being established and operative in the 2008/2009 school year. Currently, two gifted and talented resource teachers are certified in CDE Level I twice-exceptional training. Additional teachers will be trained in Level I in 2008/2009 and the two teachers certified in Level I will be trained in Level II.

REVIEW TEAM

District SOAR resource teachers are released from their buildings for two hours twice monthly to

problem-solve and discuss identification and ALP progress and issues. (Most of the ten educators are able to attend consistently.) When timing is urgent, the district coordinator is available to discuss crucial matters with individual SOAR teachers. Identification is assessed by each individual building SOAR resource teacher with questions and issues addressed in the monthly meetings. Any appeal issues are dealt with as they arise. An End-of-Year report that includes individual student identification data is submitted to the district coordinator for review for consistency. In addition, resource teachers are included in each building in the individual building Response To Intervention Team for conferences that pertain to students in their responsibility load.

COMMUNICATION PROCEDURES

Parents are included in the creation and review of all Advanced Learning Plans and are informed at that time of the assessment process, the gifted determination, development and progress of the student's ALP. In addition, information concerning the assessment process is available on the district gifted and talented web site. Information concerning gifted determination is available by request from any building SOAR resource teacher and is also disseminated at bi-annual parent meetings.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure

ELEMENTARY SCHOOL

Students in grades 3-5 (some schools 2-5 or 3-6) are serviced in a pull-out program with K-2 pullouts offered as much as possible within personnel limitations. Each quarter, the focus of instruction is based on a different core subject area (e.g. math, language arts, science, etc.) Student groups change each quarter and students are invited based on their strength in the focus subject area. Students qualify for the program based on a body of evidence. In addition to the pull-out program, the gifted and talented resource teachers offer regular classroom support for grades kindergarten through five (or grade six if the elementary school houses a sixth grade) by providing assistance and resources for differentiated instruction.

MIDDLE SCHOOL

The gifted program at the middle school is a needs-based program. Students may be given opportunities to be in higher level classes, to be pulled out for short-term lessons, and/or to be given enrichment assignments in their core classes. The gifted resource teachers also work with core academic teachers to provide differentiated instruction as needed, such as compacting curriculum, giving tiered assignments, or creating independent projects.

HIGH SCHOOL

Students can choose from a variety of Honors, AP, and IB courses designed to academically challenge them and provide them with advantages in an ever-changing world. Our high schools also offer an array of electives in the fine arts, practical arts, and technology fields. In addition to the curricula, there are many extracurricular activities that provide students with opportunities for growth outside of school. The High School Gifted/Talented Coordinator meets with students individually to set goals, assist with scheduling, and to provide resources that prepare them for post-secondary options.

Differentiated Instruction

Differentiated instruction is a district expectation at every level, K-12. SOAR resource teachers provide district staff development in differentiated strategies and provide coaching when needed. In addition, they provide classroom resources for students needing advanced and differentiated instruction. Differentiation is offered mainly in tiered lessons, compacting, alternate assignments, questioning, and independent

projects by interest. Subject acceleration is an option at every grade level with grade-accelerated mathematics classes offered starting with grade five. Some schools offer grade-level math acceleration starting with grade three. Buildings also offer the option of subject-acceleration in reading, writing, and phonics instruction K-12 with options also offered for between-level acceleration (elementary to middle school, middle to high school, and high school to post-secondary institutions.) Cluster grouping is encouraged in elementary schools and utilized depending on individual building administration decisions. Ability grouping in multiple areas is utilized throughout the K-12 system and is flexible adjusting constantly for needs. Cluster grouping occurs in the middle and high school levels with student classroom placement. Pullout classes in the elementary and middle schools are designed to focus on accelerated content, competition and extra-curricular preparations, and to teach higher-order thinking skills for grades 2 – 8.

Affective Guidance and Counseling

Affective guidance in the form of social skills training is integrated into pullout classes in the elementary and middle schools and is offered one-on-one with early college and career planning at the high school level. Students needing individual affective assistance may receive services from in-building counselors.

Content Extensions

Language Arts: Students with above-grade level needs in elementary school are placed in advanced reading, writing and/or phonics groups or subject-accelerated to the appropriate grade level. They are also offered small ability group instruction in enrichment periods. Middle school students are offered honors classes and/or subject acceleration or in-class content extensions, and high school students are offered honors, Advanced Placement, and beginning with the 2008/2009 school year will be allowed open enrollment to enroll in an IB Diploma program at Sand Creek High School. Post-secondary options are provided for high school students who have maximized language arts classes provided at the high school level.

Math: Students with needs are grade-level advanced in mathematics beginning with fifth grade and in some buildings third grade. Algebra is provided for appropriate students beginning with eighth grade. Post-secondary options are provided for high school students who have maximized math classes provided at the high school level. Online classes are provided where appropriate. Elementary pullout classes offer an enrichment math class for one quarter each year.

Science: Students demonstrating advanced science skills or show high interest in science are advised to take AP and honors science courses in the high school. Elementary school students are offered an enrichment science class for one quarter each year and/or after-school enrichment classes in science, as well as participation in school and district science fairs in elementary and middle schools. Sixth grade students are provided the opportunity to participate in science simulations at Challenger Middle School.

Creativity: Students demonstrating gifted abilities in creativity are encouraged to demonstrate their abilities in differentiated project presentations and formats. Students at all levels are given a variety of opportunities to demonstrate their creativity in school drama and musical productions, and in community programs like Destination Imagination.

Leadership: Students demonstrating gifted abilities in leadership are encouraged to participate in student council positions at all levels. Leadership development is integrated within classroom and enrichment opportunities and developed more formally in leadership programs in the middle and high schools.

Performing Arts/Music/Visual Arts: Students demonstrating gifted abilities in performing arts, music, and/or visual arts are given a variety of opportunities to demonstrate their abilities in school talent, drama and musical productions, and in district-sponsored art shows. Enrichment classes in art and vocal music are provided in all schools with instrumental music classes offered beginning in middle school.

General Cognition: Students are given opportunities to participate in competitions such as knowledge bowl, geography bowl, district spelling bees, etc.

Programming: Acceleration Plan

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

Acceleration decisions are made based on results using the Iowa Acceleration Scale. The acceleration process is as follows:

EXPRESS CONCERN that a student;

1. Is not adequately challenged in their current placement,
From a parent, teacher, or other educator
2. Exhibits behaviors contrary to perceived ability
Boredom
Lack of motivation
Misbehavior when work is finished sooner than others
Other behavior that is contrary to the expected norm

INFORM THE PRINCIPAL & SOAR RESOURCE TEACHER that a problem exists.

CONFERENCE between the principal, classroom teacher, SOAR teacher, and parent (Begin discussions in a RTI Model.)

CLASSROOM INTERVENTIONS are tried with an emphasis on differentiation.

CONFERENCE with principal, SOAR teacher, classroom teacher and receiving teacher for possible subject/grade acceleration (continue the RTI model.)

SUBJECT ACCELERATION is tried in the student's area(s) of strength. This will allow the receiving teacher to observe whether the student can handle the accelerated grade level expectations.

BEGIN IOWA ACCELERATION SCALE by the SOAR teacher if differentiation and subject-acceleration interventions are not adequate.

OBTAIN PERMISSION AND NECESSARY TESTING to fulfill requirements of the IAS.

Individualized CogAT or Intelligence Test (WISC IV)

Grade Level Achievement Test (Accelerated grade level e.g. End of Year District Tests)

Above-grade Level Achievement Test (Scantron)

CONFERENCE RESULTS of the IAS between the building principal, classroom teacher, receiving teacher, SOAR teacher, and parents (continue the RTI Model.)

DETERMINE TIMELINE of whole-grade acceleration if recommended.

FOLLOW-UP progress of accelerated student at recommended intervals.

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?

ALP goals are determined by conference between the gifted education teacher, the classroom teacher, parents, and the student when appropriate. These goals are matched to student strengths and interests documented on the Advanced Learning Plan document. The goals may be suggested Scantron objectives, District assessments, classroom achievement goals, or other goals that connect with student interests as stated on the ALP. Communication between all parties assures relevance to the learner and the possibility of success is discussed before a goal is accepted. CogAT and Scantron are the two main assessments that are used to determine gifted identification. The gifted resource teacher monitors goals progress and may adjust instruction or program to align with goals as necessary.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.

<p>What post secondary options are available to gifted students?</p> <p>Pre Collegiate: Participation with the UCCS PCDP program for first generation college students, a program that is especially geared toward gifted students.</p> <p>Pre-AP: Pre-AP courses, instructional strategies and resources designated through ALP goals in conjunction with the classroom teacher.</p> <p>Post Secondary: AP Courses and collegiate classes are offered to students who present a need (PSEO). This may through both Pikes Peak Community College in a special partnership with Falcon High School and the new Alternative School, and The University of Colorado at Colorado Springs for any student with demonstrated need.</p>
<p style="text-align: center;">Programming: Advanced Learning Plan</p> <p>Describe the advanced learning plan development and review processes.</p> <p>The gifted resource teacher at every building first determines gifted identification according to district and state guidelines. Where possible, a conference with SOAR teacher, classroom (content) teacher, parents, and students occurs in this second step to set the goals and set up a possible review date. Where it is not possible, a conference is held with the SOAR teacher and the classroom teacher (content teachers in the area of the student's strength) to set two preliminary goals. The SOAR teacher then meets with parent(s) and the student (when possible) to discuss the two goals and set a possible third and fourth (Affective) goal. The classroom teacher is then informed of the goals outcome meeting and signs off at that time. A review meeting is held at a time previously designated by the stakeholders (no less than annually.) The gifted resource teacher is responsible to periodically review the goals and monitor for progress when possible by collecting the appropriate data or evidence determined when the goals were set. Appropriate steps are taken to adjust instruction or program to align with goals.</p>
<p style="text-align: center;">Programming: Articulation</p> <p>How are the needs of gifted students and programming options articulated through the P-16 system?</p> <p>Each building in Falcon D49 currently has a gifted education resource teacher who maintains gifted files. These files are hand-delivered to the receiving school (if in district) at the end of the year at an end-of-year meeting. ALPs may be reviewed if time permits with any questions asked before summer break to assure personnel changes do not create information gaps. Student placement and special programming needs are discussed along with any subject acceleration issues. The files of any student who has expressed potential out-of-district changes are held by the receiving school to be mailed at the appropriate time.</p>
<p style="text-align: center;">Programming: Gifted Students New to the District</p> <p>What process is used when gifted students move into an administrative unit's district?</p> <p>Parents of new students who move into the district fill out a district information sheet that has a place to mark previous gifted identification or service information. The gifted resource teacher in the receiving school is informed by the registrar (or sometimes the classroom teacher) if this box is marked and reviews the files accordingly. Any student without approved district assessment data may be given an individual CogAT at that time and the data is reviewed along with the Scantron assessment given to all new students. Any student with qualifying scores from acceptable assessments is properly placed and receives gifted services including an Advanced Learning Plan as soon as possible.</p>
<p style="text-align: center;">Evaluation and Accountability</p> <p>Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.</p> <p>What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?</p> <p>In what ways are advanced learning plan (ALP) goals monitored?</p> <p>What are progress monitoring methods? What state, district and school data monitor gifted student achievement?</p> <p>Gifted student achievement is monitored and measured using a variety of tools. Our main tool is the</p>

Scantron Assessment. This test allows out-of-level testing and has no ceiling on student ability; therefore, this is advantageous for monitoring gifted student achievement. This assessment is given three times per year and is available and reviewed by all gifted resource teachers on demand. It aligns with State accreditation because it is available to all students and tracks individual student progress, accurately gives student achievement levels aligned with state standards, offers goals and strategies to improve academic achievement, and are administered for district standards that meet or exceed state model content standards in literacy, mathematics, and science. A second assessment is the Scholastic Reading Inventory and is administered by some of our district schools in reading. This assessment monitors gifted reading abilities and suggests reading strategies to improve achievement. We also track our gifted student achievement in relation to State CSAP testing for the purpose of achieving and maintaining advanced level scores that are also tracked by the state.

Advanced Learning Plan goals are monitored by the gifted resource teacher assigned to each individual building. It is his or her responsibility to review and monitor the student goals in their own buildings. Reviewing Scantron results is the main district progress monitoring method used by gifted resource teachers to monitor gifted student achievement along with tracking student core content grades (GPA.) Other methods include monitoring student achievement by state data using CSAP scores keeping track of the achievement level thirds.

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).

It is the job of Falcon D49 high school gifted resource teachers to help students with career and/or college planning. Other resource teachers monitor the progress of social, emotional and/or behavioral development of gifted students in small group pullout situations referring students with greater need to building counselors for help. Anecdotal data is collected by the gifted resource teacher during each quarter of pullout contact and reported on the quarterly rubric in the area of “Life and Study Skills” that is sent to the classroom teacher and parents. There is further monitoring of students who have affective goals in their ALPs through demonstrations of self-advocacy and interviews with the student and his or her appropriate teachers. Students with extreme affective needs are referred to the school on-site counselor as needed.

Evaluation and Accountability: Program Evaluation

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

The gifted program in Falcon D49 is monitored mainly by the gifted resource teachers who act as a Professional Learning Community meeting bi-monthly to discuss program issues giving continual feedback to the process. Specific components of the gifted program design are targeted as the structure for discussion in the PLC meetings using feedback from district stakeholders (parents, principals, and district administrators). Quarter ONE: Identification and ALP development. Quarter TWO: Program options and gifted student staff development. Quarter THREE: Progress monitoring (data mining) and Response to Intervention. Quarter FOUR: Reflection and community stake-holder input.

A parent advisory group is being formed to begin in the 2008/2009 school year to increase communication and participation in evaluation methods.

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.

The district coordinator for Falcon D49 has a master’s in Curriculum and Instruction with a certificate in gifted education from the University of Colorado at Colorado Springs and will receive her Gifted

Education State Endorsement before the end of this school year. She is all but dissertation in earning a PhD from the University of Denver in Educational Administration and Policy Studies and currently holds a Colorado State Principal's License. All elementary gifted resource teachers are licensed professional teachers for the state of Colorado in K-6 Education. The middle and high school gifted resource teachers are half-time content teachers and half-time gifted resource teachers holding secondary professional teaching licenses being highly qualified in the content area they are assigned in their regular teaching duties. There are no paraprofessionals providing supplemental support services at this time.

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

Mark the box with the administrative unit's response:

Yes In Progress

Personnel: Professional Development

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

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

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

Current Falcon D49 Gifted Resource Teachers are encouraged to obtain the education that will qualify them for gifted endorsement and several are beginning the process. We currently have no gifted self-contained classrooms in the district and one teacher with state gifted endorsement teaching gifted students at this time.

The district gifted coordinator is qualified to manage the program plan as she has a master's in Curriculum and Instruction with a certificate in gifted education from the University of Colorado at Colorado Springs and will receive her Gifted Education State Endorsement before the end of this school year. She is all but dissertation in earning a PhD from the University of Denver in Educational Administration and Policy Studies and currently holds a Principal's License for the state of Colorado.

Out-of-district Professional Development opportunities are currently provided for gifted resource teachers to improve their skills, knowledge and expertise in providing instruction and other supportive services to gifted students. In-district professional development is being planned for the next few years provided by the district gifted coordinator with special emphasis on coaching and raising gifted student achievement. We currently have two gifted resource teachers who have completed the Level I of the state Twice Exceptional G/T Training classes and plan on participating in Level II classes this coming year. We also plan on sending additional G/T teachers to the Level I training. Our gifted resource teachers are encouraged to take advantage of additional professional development opportunities provided by our local BOCES and surrounding larger school districts.

Our current data reveals a need to increase student achievement in the area of reading for elementary school students, and an emphasis will be placed on increasing reading achievement specifically in the sub-topics of non-fiction and poetry. Special emphasis will be placed on advanced reading instruction in future pullout and small ability-group instruction at the elementary school level. Middle and High school scores show a need for increased writing achievement. Currently there is a district emphasis placed on improving writing scores and district gifted resource teachers will be included in that effort.

There is a shift in our district towards providing focus schools and special effort will be made to align student interests with the correct focus school using the ALP and RTI process wherever possible.

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?

There are a lack of universities and colleges in the Pikes Peak area that provide education that leads towards endorsement for gifted educators although UCCS is working towards that end. There is, however, an effort to provide some education in the nature of regional-sponsored online modules. This is a beginning. Falcon D49 participates with BOCES and District 20 and 11 in staff development opportunities. Higher education could provide assistance by offering financial scholarships to already over-worked and under-paid educators seeking to further their education in gifted endorsements.

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.

The budget process is a collaborative effort within the gifted and talented professional learning community team. The budget is included in other district documents and is available with these documents to all stakeholders.

The budget is set to support the gifted program for the district. \$13,800 is set aside for professional development for educators of gifted students. This includes funds to attend the state and national gifted convention and other workshops that will contribute to the growth of district resource teachers. \$8500 is set aside to fund activities associated with instruction for gifted students including field trips and transportation. \$10,000 is set aside for instructional materials to help reach student achievement targets. Because of the state ALP mandates, money is set aside next year to update instructional equipment to help resource teachers in their administrative work and to track student achievement data.

The balance of the state funds are allocated for salaries and substitute teachers but the amount barely covers what is needed for the program coordinator. The district funds the bulk of the ten current gifted resource teachers’ salaries and benefits, and any remaining supplies and building needs, an amount more than double the current state allocation.

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:

- 1) Financial records are maintained by the district grant secretary in the Central Office Complex.
- 2) Each building maintains an inventory of equipment purchased with state funds with a master copy maintained at the gifted and talented coordinator's office.
- 3) Student education records are kept locked within each individual school building with access only by the building resource teacher. A summary form is sent to the gifted coordinator at the end of each school year.

Maintenance of Records:

Each building maintains student education records within its own building in a locked file cabinet. Files are kept for as long as the student attends that school and are hand-delivered to the receiving school. In cases where the student moves out of the district the files are mailed upon request. Gifted student education records are shredded three years after being inactive where the student no longer is registered in the school district.

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?

When there is a disagreement about the identification or programming of a student, an appeal process may be initiated. A parent, teacher, administrator, or the student may begin the appeal process by notifying the building SOAR facilitator in writing to include the specific reason(s) for the appeal. The appellant will then meet with the building SOAR facilitator to review data relative to the current identification or programming decision. Based on a body of evidence, a decision will be made at that meeting. If the appellant is not satisfied with the decision, a written appeal may be made to the District SOAR Coordinator and the SOAR team to review the decision who will then call or conference-upon-request with the parent(s) involved.

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.

Brochure: A district colored brochure is available for any interested person. (attached)

Web page: A web page is published on the district website and may be accessed at

<http://www.d49.org/departments/soar/>

The Falcon District Advanced Learning Plan is attached.

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.



