

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

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Date: <u>April 29, 2008</u>		

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 will 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.

Goal: FFC8 will submit an annual report for all data collection and reporting purposes.

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 will 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 will write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

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

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

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: By the end of the 2010 – 2011 school year, students gifted in language arts will demonstrate significant growth scores on state and/or district assessments when compared to our base-line year of 2008-2009.

Evidence 1A: Percent of students gifted in language arts who demonstrate significant growth scores on district or state assessments.

Indicator 1B: By the end of the 2010 – 2011 school year, students gifted in math will demonstrate significant growth scores on state and/or district assessments when compared to our base-line year of 2008-2009.

Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on district or state assessments.

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.

During the 2008 – 2009 school year, all district staff will be informed about the newly created FFC8 GT program, the process to identify students, and programming for GT students. Each school will be provided with funds to begin purchasing supplemental GT materials and will be provided support in the GT identification and programming process. All district-staff will receive a district Gifted Education handbook which outlines the district mission, definition, identification process, ALPs and options for programming. On-going staff development will be provided during the next three years to assist teachers with identifying gifted students and meeting their academic needs.

By the fall of 2008, FFC8 will develop an informational parent brochure in both English and Spanish. A webpage will be added to our district website outlining information about our district gifted education program. Informational parent meetings will be held 2 - 4 times throughout the year. These will include information on assessments, identification, community resources available for gifted students, and parental support for the social and emotional needs of gifted students. Information about the parent meetings will be distributed through school newsletters, on our website, teachers, and in our community newspaper. Elementary and middle schools have two conferences a year when teachers can share information with parents of gifted students. ALP conferences for identified high school students will be scheduled in the fall of a student's freshman year, or at the time of formal identification. High school ALPs will be reviewed on an annual basis. When ALPs are developed, parents will be invited, and if unable to attend, a phone conference will be held. Interpreters will be provided for non-English speaking parents. Parents will have the right to nominate their child for the GT Screening Process. Our alternative secondary school is located in the same building as other community service organizations. GT brochures will be available in the waiting room. Once a year, the city of Fountain holds a community outreach program. Information about our district gifted program will be available at this function. Brochures will be placed at the Fort Carson Army Base Welcome Center. (Soldiers receive information about our school district when first arriving on post.) Parent surveys will be conducted annually. The GT Task Force will discuss additional ways to reach our community patrons and develop stronger partnerships with our parents in regard to gifted education.

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.

FFC8 Definition: Gifted children are those students pre-school through 12th grade who give evidence of high achievement capability in areas such as intellectual, creative, artistic, leadership or specific academic fields, and require differentiated learning opportunities in order to fully develop those capabilities.

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).

FFC8 will use a Body of Evidence to identify highly capable and gifted learners. To address our underserved populations, unbiased assessments will be used. The Body of Evidence may include:

Achievement Data:

CSAP Data
Tungsten Benchmark
Scantron Assessments
District curriculum assessments

Intellectual Data:

CogAT for all students in grades 3, 5 and 7
KBIT2 available at request from an educational team
CogAT and/or Naglieri – for nominated students not in grades 3, 5, and 7

Demonstrated Performance Data:

Portfolio of work accompanied by a district rubric to evaluate above-grade level work
Performance rubrics to evaluate class performance

Behavior/ Gifted Characteristics Data:

Kingore Observation Inventory for elementary students
Scales for Identifying Gifted Students (SIGS) for parents and teachers
Student interest and learning style inventories

The tiered system will be used to identify highly capable and gifted students in FFC8. An identification of Tier I indicates the student is performing on grade level. Tier II identification indicates the student is highly-capable and may require differentiated services in the area of strength. Tier III indicates a student will be identified as a gifted learner. Tier III students will be coded as Gifted for state reporting purposes and will have an Advanced Learning Plan. We will employ a 4 step identification system.

Step I—Nomination

A student will be nominated for the identification process by:

Parent

Teacher

Assessment Results

Previous GT Identification

Self

Peers

Step II—Collection of Body of Evidence

An educational RTI team consisting of the classroom teachers, counselor or school psychologist, and a building administrator will collect and review a Body of Evidence for the nominated student. This includes assessment results, class work, parental input, and teacher observations. This committee will determine one of the three levels of identification.

Step III—Identification

The Screening Committee will recommend one of the following levels of identification:

Grade Level Learner: Body of evidence suggests the student is performing successfully on current grade level standards.

Highly-capable Learner: Evidence suggests the student demonstrates potential and/or ability above grade level standards. The student may require differentiated teaching strategies or differentiated curriculum to ensure academic growth. This student will be closely monitored to determine if academic needs are being met or if the student should be reviewed at a later date for gifted identification.

Gifted Learner: Evidence strongly suggests the student demonstrates exceptional potential and/or ability. The student is identified as a Gifted Learner and an Advanced Learning Plan will be developed to ensure academic growth and achievement. This student will be reported to the state.

Step IV—Appeal Process

A parent, student or teacher has the right to appeal the identification decision. To initiate an appeal process the appellant should contact the building principal and complete the necessary documentation. Once the school receives the appeal documents, the educational team and the parent will reconvene to reassess the identification decision by examining any new data or reviewing existing data. The child's parent will have an opportunity to share any additional information that will assist the team in reviewing the original identification.

Criteria for Identification:

An educational team will thoroughly review the Body of Evidence and determine if a student is performing on grade-level, is highly capable or gifted in the areas of language arts, math, creativity, the arts or leadership. If a student is performing above grade level, but the Body of Evidence does not suggest giftedness, classroom teachers and parents will be notified of the Level II identification. The classroom teacher will outline ways to challenge this student in the strength area. The student will be observed carefully to determine if a gifted identification should be made at a later date. If the Body of Evidence suggests the student is significantly above grade level and demonstrates performance at or above the 95% on norm referenced and/or cognitive assessments the team will identify the child as a gifted learner.

In the attempt to ensure we are identifying our underserved populations, we are assessing all students with the CogAT at grades 3, 5 and 7. In addition, we will use the KOI to assist teachers in identifying students in the primary grades or those limited in English or preschool experiences. In addition, we will have access to the non-verbal section of the KBIT2 or other cognitive assessments. We will provide inservice opportunities to our teachers recognizing giftedness in underserved populations.

Parent Notification:

When a student is moved to the screening process a parent will be notified. The parent will complete a parent survey. An interpreter will be provided if needed, or a Spanish version available. The parent will be notified of the recommended identification level. If the student is identified as gifted, the parent will be invited to the ALP meeting.

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

Our district currently operates on a “site-based” philosophy. Therefore, building principals will determine how gifted students’ needs will be met within his/her building. Principals may choose to use resource teachers for pull-out groups or seminars. Classroom instruction may utilize grouping, curriculum compacting and acceleration. The middle school may provide a variety of electives and honor classes to address needs of advanced learners. The high school may provide a wide variety of electives, honors classes and college level courses. Based on the needs of our gifted students, course options will be considered in order to meet needs. We currently do not have a magnet school program or a self-contained gifted class. The district will provide staff development and consultation services to all principals to assist in the development of individual school programming options for gifted students. Throughout the next three years, FFC8 will continue to examine educational options to meet the needs of gifted learners.

Differentiated Instruction

Building level and district level staff development will be provided in differentiated instruction for all classroom teachers. In the summer of 2008, the CDE Differentiated Instruction course will be offered on two different dates. Teachers receive credit and will be paid for attending this course. Teachers who attend the summer institute will be asked to return to model lessons on DI or share what they have implemented with staff during staff meetings. On-line classes for DI will be provided to teachers during the school year. Various curriculum materials will also be provided to ensure teachers are able to provide instruction on differentiated levels within their classroom.

Affective Guidance and Counseling

Counselors and/or school psychologists will receive on-going training in the social and emotional needs of gifted students. A counselor or school psychologist will be a part of the educational team used for identification and programming for identified gifted students. Counselors, social workers, and school psychologist are members of the RtI support team and will work together to provide tier II and III interventions, as needed, to support students with social/emotional concerns.

Content Extensions

Language Arts: School based curriculum compaction and acceleration may be provided to match a student's ability level. Use of district and community contests and reading incentive software programs may be used. Middle school students will be encouraged to enroll in honors classes. High school students will be encouraged to enroll in honors classes and/or or college level classes in the area/s of identified strengths.

Math: School based curriculum compaction and acceleration may be considered. Students will have access to school and district contests. Elementary buildings may choose to implement an advanced math class at the fifth grade level for students requiring additional challenge in pre-algebra concepts. Middle school students will be encouraged to enroll in honors classes. High school students will be encouraged to enroll in honors classes and/or or college level classes in the area/s of identified strengths.

Science: Hands-on, inquiry based science opportunities are provided to all students, giving the advanced students opportunities to use higher level thinking and problem solving skills. School, district and community contests are available for additional challenge.

Creativity: By 2011, a team of educators will develop ways to provide opportunities to students in our district gifted in the area of creativity. Open-ended, independent study opportunities and choice projects should be encouraged for students gifted in creativity.

Leadership: By 2011, a team of educators will develop ways to provide opportunities to students gifted in leadership. District seminars and leadership opportunities will be explored.

Performing Arts/Music/Visual Arts: By 2011, a team of educators will develop ways to provide opportunities to students in our district gifted in the arts areas. Elective classes, independent study and mentorships will be explored.

General Cognition: A wide variety of programming options will be explored for students advanced for their grade level. These include: on-line classes, enrichment, mentorships, independent study, and college level courses.

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).

When a student demonstrates their academic needs are not being met through current grade level curriculum, the student will be referred to the RtI process. A team of educators will provide suggested differentiated learning options to ensure academic challenge.

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?

By 2011, all identified gifted students will take a norm referenced assessment that does not have a ceiling for measured achievement. The assessment will determine the level of mastery a student has achieved and the standards-based objectives the student still needs to master. These measurable objectives will become part of the ALP and be reviewed annually to determine if the student has attained the ALP objectives. For 2008 – 2009, Scantron will be used for middle school and high school students. The following year the elementary schools will investigate if this assessment will be implemented for the elementary level. In order to measure giftedness in the non-academic areas, the district will explore additional assessments to assist us in identifying students gifted in leadership, creativity, and the arts.

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?
College level courses are available to our high school students. Counselors provide many opportunities for career and college counseling.
Programming: Advanced Learning Plan
Describe the advanced learning plan development and review processes.
An ALP will be written for all identified elementary and middle school gifted students at the beginning of the school year or at the time of identification. The student will be progress monitored through the RtI process. A spring meeting will be held to determine if the measurable objectives outlined in the ALP were attained and recommendations will be made for the following school year. In the fall of 2009, the high school will create an ALP for all identified freshmen or new students to the district who are identified through the district identification process. The ALP will be reviewed and edited as necessary on an annual basis. The Alpine Achievement Program will be used to create district ALPs.
Programming: Articulation
How are the needs of gifted students and programming options articulated through the P-16 system?
FFC8 provides preschool opportunities for our district students. In 2009, Preschool teachers will be provided inservice opportunities on identifying gifted children at the preschool level. The district will develop a procedure for early entrance into kindergarten. College level courses will be highly encouraged for high school students who require this level of challenge.
Programming: Gifted Students New to the District
What process is used when gifted students move into an administrative unit's district?
Any student new to FFC8 who was previously identified as a gifted student will automatically move to the screening process. Information will be collected from the previous school and any necessary assessments will be given to the new student to develop an accurate and consistent Body of Evidence. Based on the educational teams review, an identification recommendation will be made. If a parent does not agree with the identification, an appeal may be made.
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?
The achievement of identified students will be monitored using district and state assessments. CSAP achievement results will be reviewed. The ALP will include objectives written to ensure yearly growth. During the 2008-09 school year, Scantron norm referenced testing will be used 2 - 3 times a year to measure growth for middle school and high school students. The district will examine using this assessment for elementary students the following year. The Tungsten Benchmark assessment will be given to elementary students monthly. Other district assessments will also be used to determine mastery of state and grade level standards to ensure a student has mastered the necessary standards before being accelerated to a more advanced curriculum level. ALP goals will be monitored throughout the year by the RtI team and classroom teacher/s. Progress monitoring will measure achievement levels on school, district and norm referenced assessments.

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).

Students will be part of the ALP process. Questions during the ALP planning will include questions asked of the student about his/her self-concept as a learner, peer relationships, motivation for learning, specific interests and learning styles, and any areas of concern. Social/emotional goals and objectives will be a part of the ALP. A member of the RtI team (full-time counselors, social worker or school psychologists) will suggest interventions to address concerns in this area. High school students will have access to counselors for college and career planning.

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 Task Force, central administrators, and building principals will meet annually to evaluate the gifted program of FFC8. Recommendations from the task force will be made to the GT Coordinator who will in turn present the information to the superintendent and/or school board. Surveys of teachers and parents will be conducted annually to determine areas of focus.

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.

At this time, the gifted coordinator for FFC8 has a master’s degree in gifted education and also is a member of the State Advisory Committee for Gifted Education. As additional support personnel are needed to support the FFC8 gifted program, hiring educators with experience and endorsements in gifted education will be given strong consideration. Four teachers from each elementary school will be selected to be members of the district Curriculum Support Team (CST). These teachers will attend 4 district-wide inservices throughout the year on differentiation, rigor in the classroom, and the social and emotional needs of gifted students. These teachers will then return to the buildings and provide building-level staff development and will act as a resource to teachers.

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?

At the current time, the Gifted Coordinator for FFC8 along with the Curriculum and Instruction Department will oversee each of the school's gifted program plans. The GT coordinator will review ALP's, provide inservice support and be a part of building RtI meetings when requested. If principals choose to use resource teachers for programming, principals will be encouraged to select highly qualified teachers with experience in gifted education and/or differentiation. College level teachers will be those teachers highly qualified in their subject area.

3 Year Plan of Staff Development:

Year One:

Administering the CogAT & Interpreting Results – elementary/middle school
FFC8 GT Identification Screening Process – elementary/middle school
Kingore Observation Inventory – elementary
Social/Emotional Needs of GT – school psychologists & counselors
Differentiated Instruction – all teachers participate in staff development
FFC8 Gifted Programming – parents

Year Two:

Year One Inservices plus the following;
Identification Process of GT – high school
Social/emotional needs of GT – all teachers
At-risk and Underachieving learners – all teachers
Gifted Programming and parenting concerns of GT students – parents

Year Three:

Upon review of survey data and evaluation of our GT plan, we will determine inservice needs
Identifying GT in creativity, arts, music and leadership – all teachers

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?

As opportunities from higher level universities become available for GT endorsements, the district will provide this information to teachers in the district. FFC8 will also provide on-line inservice modules for district teachers to earn college credit for GT classes. District staff development will provide teachers with opportunities to earn CDE or college credit for attendance of inservices pertaining to gifted education.

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 for 2008 – 2009 was developed in response to the suggestions from the GT Task Force, Ed Liaison Team, and Curriculum and Instruction department. It reflects the district mission for achievement and gifted education. The GT Task Force communicates information back to buildings, and the GT budget will be shared with all building principals. As FFC8 implements the Gifted Education program in 2008, our focus for expenditures will be in the following 4 main areas: personnel salary/stipends, assessments, staff development, and GT materials.

1. The FFC8 gifted program will be supervised by the Professional Development and GT Coordinator with additional support from the Directors of Elementary and Secondary education. Therefore, a portion of the salary for this position is built into the district budget. For the 2008-2009 school year, 4 teacher leaders will be selected from each school to implement the trainer-of-trainer model (CST). They will be paid a stipend for attending trainings and conducting trainings and/or providing support for teachers at a building level. A consultant with experience in gifted education will be hired to work with each building to assist with the planning and implementation of enrichment opportunities, independent study options and contest options for highly capable and gifted students in our district.

2. To ensure all students have equal opportunity for screening, the CogAT will be given to all students in grades 3, 5, and 7. In addition, the KBIT2 and KOI will be ordered for each school. The Scales for Identifying Gifted Students (SIGS) will be purchased for each building. Middle school and high school identified students will be using Scantron 3 times a year. This will provide achievement data as well as learning objectives for ALPs.

3. A major focus of our three-year plan is staff development. We want to increase our leadership density by having principals attend state and national conferences. We will be providing district and building level staff development throughout the school year and during our Summer Professional Learning Institutes. Subs will be provided so teachers may attend district, city or statewide trainings/conferences.

4. An allotment will be provided to each building to purchase GT materials/resources for teachers and students. There will be parameters to this spending and must be approved by the GT coordinator. Materials and resources will assist teachers in providing highly capable and gifted students with opportunities for differentiated and rigorous academic opportunities.

CDE Grant Money = \$52,901

Professional Development = \$38,000

Materials for Schools = \$13,901

Printing GT materials = \$1,000

District Gifted Money = \$128,500

Salary for GT Coordinator = \$40,000

CST Stipends = \$21,000

Leadership Academy = 2,000

Alpine = \$1,000

Building allotments = \$60,000

Testing materials = \$4,300

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 will 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 will reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

The FFC8 Gifted Coordinator along with the Assistant Superintendent of Finance will keep records of all financial expenditures for gifted education and an inventory of all materials purchased using gifted funds.

All ALP's will be created electronically and then a printed copy will be placed in the students' cumulative folder. Gifted students' records will follow the district's policy on record destruction.

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?

If parents do not agree with our educational team's recommendation for identification, the parent will contact the building principal to attain the necessary forms for an appeal. The forms will include a narrative as to why the parent disagrees with the recommendation and any new evidence the parent wishes the committee to consider. A meeting of the educational team, school administrator and the parent will discuss the appeal and review any new assessments or data the parent wishes to present. The team will then make a second recommendation and the parent will be notified of the team's decision. If a parent still has a concern, he/she will need to make an appointment with the district gifted coordinator and present their appeal.

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 documents created for the new FFC8 GT program will be mailed to support the information in this report.

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:

<u>File Name Examples:</u>	Douglas County_ProgramPlan_08-11
	Douglas County_Budget_08-09
	Douglas County_ALP_08-11
	Douglas County_PPAttachment_08-11

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

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:

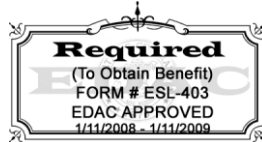
Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

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.



Gifted students' learning and growth ensured by needed provisions and advocacy



**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:

