

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

Administrative Unit's Name: Canon City Schools Fremont RE-1		Region: SE
Name of Gifted Education Director/ Coordinator	Carol Crossley	
Director's e-mail	crosslc@canoncityschools.org	
Director's Address:	City:	Zip
101 N. 14th Street	Canon City, CO	81212
Director's phone number	719-276-5722	Fax 719-276-5739
Name of Superintendent/BOCES Director	Dr. Robin Gooldy	
Superintendent's Signature		
Date: _____		
The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.		
Section I: State Performance Plan (SPP)		
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>		
STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance		
Goal Area I: Student Achievement - Targets		
<i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i>		
Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.		
Evidence 1: Percent of administrative units moving toward locally determined targets.		

Goal Area I: Student Achievement – Record Keeping

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

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

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

Goal Area I: Student Achievement – Assessment Tools

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

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

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

Goal Area II: School Capacity – Training and Programming

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

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

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

Goal Area II: School Capacity – Personnel

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

12.02 (1)(f)(i)

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

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

12.02(1)(f)(i)

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

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

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

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

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

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

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

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

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

Goal Area III: Representation in the Gifted Population – Categories

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

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

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

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

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

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

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

Goal Area IV: Partnerships – Parents

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

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

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

Goal Area IV: Partnerships – Higher Education

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

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

growth of gifted student education.

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

Goal Area V: Unique Populations – Early Childhood

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

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

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

Goal Area V: Unique Populations – Support Structures

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

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

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

Goal Area VI: Supervision and Monitoring

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

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

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

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

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

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

Goal Area VI: Administrative Unit's CIMP Targets

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

Indicator 17A:

Indicator 17B:

Check here if not applicable

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

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

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

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Note: No students in Canon City Schools have reached ceiling scores on the CSAP (data reviewed Spring 2008)

Goal Area I: Student Achievement - Targets

Indicator 1A:

Students gifted in language arts performing at the advanced level on CSAP reading and or writing will increase from 48% to 70%.

Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP will show an increase of 48% to 70% over the next three years on CSAP reading tests.

Indicator 1B: Students gifted in math performing at the advanced level on CSAP will increase from 87% to 95%.

Evidence 1B: Percent of students gifted in Math performing at the advanced level on CSAP math tests will show an increase from 87% to 95% over the next three years.

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.

Current Status:

- Distribution of information to parents, educators, community members and school boards via non-print, print and electronic means of communication. Examples: Parent brochures are distributed at the GATE ALP conferences, meetings and workshops. Staff information brochures are distributed in the fall of each new school year. Staff meetings are held to provide review of GATE identification and programming. The Administration office has the GATE parent brochure in the parent information display and on the Canon City Schools website. Annually the GATE staff reports to the school board. Each spring, GATE information is reported in the CCHS Course Offerings book and on the Canon City School web site. Parents, staff, and community members are informed of AP classes, curriculum and program opportunities, and career planning. The annual CCHS Course Offerings book includes a section on Gifted Education.
- The Canon City Schools website has a GATE (Gifted and Talented Education) link for parents, educators, and community to access the District Gifted Education goals and objectives.
- Quarterly GATE newsletters are distributed to each school level.
- GATE parent meetings are held for each school level (elementary, middle school, high school). Book studies on the social and emotional issues for gifted students are in place for the elementary and middle school GATE parents.
- Parents provide input in the ALP conferences regarding strengths and challenges.
- District demographics reported for Canon City Schools indicate a very small percentage of underrepresented populations. There are no reported non English speaking GATE parents. Parents of twice exceptional students are included in all parent meetings and book studies.

Goal Area IV

Indicator 11: Parents and students in the other defined gifted areas will be provided with information and support to advocate, communicate and collaborate in educational programming through the ALP development. A GATE handbook for parents will be developed by 2011.

Evidence 11: Parents will report through a survey if the district has facilitated their involvement as a

means of improving services and results for their child with ALPs. Number of parents who were given the GATE handbook and surveyed for a user friendly document.

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).

Current Status:

Referral Process: See attachment.

Formal Identification:

Begins at the end of third grade using the following measures:

Students will be selected based on the following criteria:

This **Body of Evidence (BOE)** includes:

- WISC IV, KBIT
- Colorado Student Assessment Program (CSAP advanced level)
- District Achievement Tests
- Screening Assessment for Gifted Elementary and Middle School Students (SAGES)
- Cognitive Abilities Test (CogAT)
- GES-2 (Gifted Education Scales)
- NNAT (Naglieri Nonverbal Assessment Test)
- Teacher Observation Checklist
- KOI Kingore Observation Inventory
- PCA Profile of Creative Abilities
- Demonstrated Accomplishment/Academic Portfolios
- Successful Completion of Course Sequence
- Referrals for identification are accepted from teachers, parents, community members, peers, self, etc.
- Previous Identification Data from another source

Students are identified and placed according to percentile for Tier II or Tier III.

Tier II– Advanced Students (92 % ile) In depth opportunities for identified advanced students to participate in small group, multi-age level, class enrichment, interest, or extended learning experiences. (After school enrichment classes or competitions.)

Tier III-Gifted Students (95 % ile)

Small Group In-depth, Extended Experiences for Selected Students from an established criteria in an effort to develop gifted behaviors and talent development.

All students are considered in the initial screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and social-economic levels; effort is made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics. The NNAT is given to all second grade students and all students new to the district. CogAT is given to most of the third grade students (optional testing in 2007). Beginning 2008-09 school year all third graders will be given the CogAT for determining GATE Body of Evidence.

Review team consists of GATE staff, GATE facilitator, student intervention team for GATE referrals. Information regarding the characteristics and needs of gifted students is annually disseminated to all appropriate staff members and parents. Parents are informed if their child is identified through the review team, and/or written documentation.

The assessment profile (BOE) is used to make programming decisions and utilized in the development of the Advanced Learning Plan.

The proportionality of gifted students from racial and ethnic populations matches the district's total enrollment in racial and ethnic representation.

Goal Area III

Indicator 8: The district will continue to increase the proportional racial and ethnic representation in the gifted population if there is an increase in the District's total enrollment of racial and ethnic population. The district will monitor the proportionality yearly.

Evidence 8: Each year on the End of Year report the evidence will be collected to show the proportionality of the gifted population.

Indicator 9: A process and identification for students identifying students in the Arts, creativity, leadership, and psychomotor will be in place by 2011.

Evidence 9: Specific procedures for assessment of students with outstanding exceptionality in the other defined areas of giftedness will be in place by 2011.

Time Frame:

Year 1: Target focus group will be established. The focus group will consist of members of the GATE District committee, selected members of teachers from all building levels and Arts, music, and physical education teachers. The focus group will review assessments for students in the other defined areas of giftedness. The focus group will make recommendations on assessments to be used for 2009-10.

Year 2: The Focus group will devise a process for identifying students in the other defined areas of giftedness. The process will be in place by the spring of 2010. Communication will be made to all levels regarding the identification of students in the other defined areas by February 2010.

Year 3: Identification procedures will be in place for the identification of students in the defined areas. Students identified in the other defined areas will have an Advanced Learning Plan.

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.)

Cañon City Schools

GIFTED AND TALENTED EDUCATION PHILOSOPHY STATEMENT

Board Approval: 1-7-03

Gifted and talented students are those who show exceptional performance and outstanding abilities or who demonstrate potential for in-depth advanced programs. Cañon City School District is committed to providing an educational program that recognizes the unique abilities and needs of these students, while promoting adequate yearly progress from their points of entry. Gifted and talented learners require diverse curricular and instructional experiences through the shared responsibility of teachers, gifted and talented specialists, administrators, counselors, parents and the learners themselves.

Mission Statement: Recognize and nurture the development of exceptional abilities so that all gifted students demonstrate positive self-esteem, high level thinking and creative productivity.

Vision Statement: The GATE District Committee believes in providing increased programming opportunities, extended activities, and challenging instruction to help students reach their full potential.

Program Model

Tier II– Advanced Students (92 % ile)

In depth opportunities for identified advanced students to participate in small group, multi-age level, class enrichment, interest, or extended learning experiences. (After school enrichment classes or competitions.)

Advanced students designated **Tier II** are also included in the pull out GATE class for elementary and middle school.

Tier III-Gifted Students (95 % ile)

Small Group In-depth, Extended Experiences for Selected Students from an established criteria in an effort to develop gifted behaviors and talent development. These students have an **ALP** (advanced learning plan).

Structure: Elementary

Programming options are incorporated throughout a student's instructional day; there is a balance of academic, creative, affective, career, and/or leadership needs. Identified GATE students programming include the pull out GATE class. Flexible grouping and instruction for acceleration is available in the content areas for identified gifted students.

Plan includes but is not limited to:

- Pull out GATE class
- Curriculum compacting
- Alternative assignments, products, pacing, materials, content
- Independent projects, Contract learning
- Differentiation

Structure: Middle School

Plan includes but is not limited to:

- GATE Class
- Curriculum compacting
- Flexible grouping

- Individualized planning and/or instruction
- Alternative assignments, products, pacing, materials, content
- Flexible grouping and instruction for acceleration is available in the content areas for identified gifted students.

Structure: High School

Plan includes but is not limited to:

- Advanced placement or Honors classes
- Ability or achievement grouping
- Advanced programming in all content areas.
- Career Planning
- Pre and Post-Secondary Options

Pre and Post-secondary Enrollment Options

College Enrollment - Gifted learners are provided advanced courses commensurate with their ability.

Example: Senior to Sophomore Program - Cañon City Schools and Colorado State University Pueblo have combined efforts to provide this program at the high school level. Students can also opt to take college classes at Pueblo Community College in Canon Cit for dual credit. Post-secondary enrollment options are also offered for college credit.

Advanced Placement Classes: Nine classes are offered for students who are interested in pursuing college credit by taking the Advanced Placement exam.

Honors Classes - Offering differentiation at the secondary level in some of the following ways: objectives and expectations, content, source and resource materials, teaching techniques, evaluation techniques, and types of assignments.

Mentorships/Internships - Students work with professionals who are earning their livelihood in the areas being considered by the students. This shows that the resources of the community are being recognized as important adjuncts to the work of the school.

Pull Out Program - Aligns with standards and supplements the core curriculum with Tier II and Tier III opportunities and instruction.

Goal Area II: Training and Programming

Indicator 4:

Tiered programming options and interventions/options for each category of giftedness will be implemented through the GATE program plan and the Administrative Unit RtI Plan by 2011. A gifted resource staff member at each level will be involved with the RtI support team to support gifted students. Twice exceptional students will be monitored more frequently for at risk behaviors.

Evidence 4: Increased number of programming options offered during instructional day; identified tiered programming and interventions on ALP; increased number of gifted RtI meetings; and documented professional development opportunities. Documentation for twice exceptional students for monitoring on a consistent basis on the gifted student’s folder.

Differentiated Instruction

Differentiation training has been conducted with some of the staff. Knowledge of terminology and strategies is ongoing through GATE staff and professional development. Not embedded consistently throughout the district. Not included in district teacher evaluation.

Goal Area II: School Capacity-Personnel

Indicator 7: Differentiation will be embedded within the RtI model and consistently used for instructional practice by 2011.

Evidence 7: Professional development workshops, participation and follow up, and classroom data.

There will be an increase of 25% each year (2008-2011) of staff taking differentiation workshops or classes. Baseline data will be 2008. A classroom differentiation rubric for teacher evaluation will be developed by 2010.

Affective Guidance and Counseling

Addressed in the advanced learning plan. Early college and career planning is addressed at the high school level.

Goal Area II: Training and Programming

Indicator 4: Staff will recognize the unique characteristics and social-emotional needs of gifted students. Gifted programming will include these unique needs through counseling, guidance and career planning.

Evidence 4: Staff participation and follow up on the social-emotional strategies for gifted students. Counselor logs of meetings and/or counseling sessions.

Goal Area V: Unique Populations

Indicator 14: The GATE program will identify specific structures to implement underserved gifted populations by 2011.

Evidence 14: Specific structures will be identified and in place by 2011 to support the underserved gifted population. These structures may include: support groups, social skill development, family involvement, skill scaffolding and other identified interventions. The programming needs for these students will be evidenced in the ALP.

Content Extensions

Language Arts: Junior Great Books, Socratic seminars, William and Mary Language Arts Curriculum, Speech competitions

Math: Advanced and accelerated math courses, MathCounts, Math Bowl, Colorado Math League, school math competitions

Science: Science Fairs (district and regional), Science Olympiad

Creativity: Art enrichment classes, Destination Imagination, SPLASh

Leadership: Student Council, Jr. National Honor Society and National Honor Society, FBLA, school clubs, and other high school/community organizations. Peer Tutoring - Opportunities for students to assist other students in learning and to play a challenging, active leadership role in the instructional process (K-12).

Performing Arts/Music/Visual Arts: Honor Band and Choir, Sports, Technology enrichment classes, SPLASh (Summer Program Learning for Advanced Students)

General Cognition: William and Mary Curriculum, Interact, Accelerated Courses, Advanced Courses, AP classes, Competitions (Spelling Bee, Geography Bee, History Day). Honors Classes, Dual Enrollment, Online Courses

Enrichment in the Content Areas - Either in the regular classroom or special programming outside the regular classroom providing expanded opportunities in career exploration, research projects, long range assignments, learning centers, photography, etc. (K-12)

Enrichment Activities - Within class, whole class, school-wide, before/after school, learning centers, Destination Imagination, Junior Great Books, MathCounts, science fairs, 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).

The Iowa Acceleration Scale is used for students who are considered for grade skipping. The District Grade Skipping Policy (attached) outlines the procedures for acceleration. Students are accelerated by curriculum compacting, subject and content matter acceleration, independent study, and Advanced Placement. Any programming options for students who are accelerated are provided in the Advanced Learning Plan.

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?

- Students complete interest inventories used to guide GATE curricular options.
- ALP goals are written to address strengths and interests.
- Pre-assessments are used to determine previous knowledge and extended learning goals in interest areas.
- Assessments used to guide general programming options are Gifted Ed testing, STAR reading and math.
- The District uses The Gifted Curriculum Guide and the SW BOCES Bank of Gifted Education Goals for assistance with the ALP goals. In 2008-09 the District will use the Goal Bank established by the State Gifted Education department.

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?

Pre-Collegiate opportunities: Honors courses, Advanced Placement Courses, Colorado On Line Advanced courses, CollegeINColorado program.

Post-secondary opportunities: Senior to sophomore Program CSU-Pueblo, Dual Credit program with PCC/Fremont Campus and Pikes Peak Community College, Trinidad Junior College.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

The advanced learning plan is collaboratively designed by the classroom teacher, parent, student, and gifted education resource teacher including goals based on student strengths, interests, and social emotional needs. Review will occur on a yearly basis with the same team (new classroom teacher) or as needed anytime during the plan's effective dates.

Programming: Articulation

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

Each level updates its GATE database and records. Students are reevaluated at each transitional level. The GATE folder is given to the next Gifted Education Resource teacher when the student transfers to the next educational setting.

Goal Area II: Training and Programming

Indicator 4: Collaboration will be built into each building level so gifted students programming needs will be met for the advanced learning plan beginning fall 2008 and through the RtI District plan.

Evidence 4: Documentation of collaboration for each building level. Staff survey conducted to assess effectiveness of collaboration. RtI student support teams will document collaborative efforts between gifted education and general education.

Programming: Gifted Students New to the District

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

Student(s) who transfers from another school district with gifted identification is accepted if there is a BOE (Body of Evidence) from the source. If the student does not have a BOE then the GATE staff will administer assessments to determine eligibility according to State and District guidelines.

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?

Product-oriented performance assessments - Students use their knowledge and skills to create a tangible product, such as a sample of writing, a research report, or a painting that an evaluator can assess.

Portfolios - These are collections of samples of a student's work that shows the student's progress and achievements in one or more academic areas over a period of time. Selections for the portfolio may be chosen by the student alone or by the student and teacher together.

Progress monitoring is accomplished through STAR results, state CSAP writing rubrics, standardized unit tests, classroom performance.

Goal Area I: Student Achievement – Assessment Tools

Indicator 3: The district will secure accurate and appropriate progress monitoring tools for gifted education students. A plan for the education of gifted students will be part of all district improvement plans, strategic plans and accreditation processes. Data will be compiled and reported to the state via Gifted Education End of Year Report and school accreditation rubrics each year.

Evidence 3: ALP goals will be monitored through a quarterly accountability check-in with classroom teachers completed by G/T resource teachers and building facilitators. There will be a yearly review of ALP goals with the ALP team. Additional progress monitoring tools will be identified through the RtI District Plan. Increased data sources will be used to evaluate student achievement and progress through the District's GATE Plan and the RtI Plan. Documented next steps for identified goal targets from the GATE advisory group and program evaluation results.

Time Frame:

Year 1: An advisory group consisting of community members, staff, parents, and students will be established Fall 2008 to guide and support Gifted Education for Canon City Schools. The advisory group will select three goal target areas of the GATE program for improvement. One area will be progress monitoring. The advisory group will determine next steps for the improvement of the GATE program. Reporting from district improvement plans, strategic plans, and accreditation processes will indicate planning for gifted students' education.

Year 2: GATE staff will be trained to data- mine disaggregated CSAP results for gifted students to improve instruction and for progress monitoring. Tools for progress monitoring will be evaluated for gifted students. A recommendation from the advisory group will be made to implement a progress monitoring tool(s). Evaluation will occur at the end of the year on the effectiveness of the tool(s) used.

Year 3: The targeted steps for improvement of the GATE program will be finalized 2011. Targeted goals will be evaluated for effectiveness and communicated to all stakeholders.

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).

No formal monitoring process is in place for gifted students' social, emotional and/or behavioral development.

Goal Area I: Student Achievement – Record Keeping

Indicator 2: The district will develop and implement methods by which a gifted student's affective growth is monitored and measured for continual development. ALP will reflect specific affective needs and progress. Increased interaction with RtI team for interventions, and possible use of a Social Skills Rating System.

Evidence 2: ALP reflects the monitoring for appropriate progress in this area. RtI will discuss possible interventions and use of a tool for a social skill rating system reflected in discussion logs.

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.

Indicator Goal Area VI (Non-CIMP Indicator): A yearly parent/staff survey will be completed to determine g/t service effectiveness and act as a guide to better meet student, parent, and staff needs. The evaluation tool is a survey distributed through Survey Monkey. Survey questions focus on staff understanding of G/T identification, programming, resources, and services; as well as knowledge and implementation of RtI strategies for gifted students. Parents will receive a similar hard copy survey to determine understanding of GATE identification, programming and resource services. The surveys will be returned to the gifted education team for tabulation and analysis.

Evidence: Documentation of survey results; and action plan from GATE advisory group.

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 Administrative Unit provides one gifted education coordinator, to facilitate gifted programming and gifted education resource teachers.

Gifted Education Staff:

- District Coordinator (Half time)
- One part time G/T resource teacher for middle school level
- One full time G/T resource teacher for K-8 level
- One full time G/T resource teacher for elementary level

District Coordinator Responsibilities

- Is knowledgeable and holds an endorsement in the area of gifted education;
- Coordinates and facilitates identification of appropriate programs for gifted/talented students;
- Coordinates and facilitates identification and professional development of persons to teach these programs;
- Coordinates and facilitates student identification;
- Teaches numerous programs for which qualified;
- Provides staff development and training to classroom teachers on how to serve gifted children in the regular classroom;
- Coordinates locations and scheduling of programs;
- Purchases and distributes program materials;
- Coordinates transportation;
- Facilitates evaluation of the GATE program;
- Writes the District Program Plan goals and objectives;
- Responsible for all reports to CDE;
- Disseminates information to teachers, parents, and the community regarding the entire gifted/talented program.

GATE Resource Teachers

- Teach numerous programs for which qualified (meet Federal requirements). One full time G/T teacher holds the Gifted Education Specialist Endorsement from CDE. Each resource teacher has completed the Gifted Education Certificate from Adams State College and one is currently working on gifted education courses. All have additional professional development hours in gifted education.
- Take professional development hours in gifted education.
- Provide collaboration to classroom teachers K-12 on how to serve gifted children in the regular classroom;
- Personnel working with gifted students consult and communicate effectively with other professionals, administrators and parents about the educational needs of gifted student for the development of the Advanced Learning Plan, K-12.

GATE Facilitators

Each building has a teacher who serves as a GATE Facilitator. The Facilitator is responsible for working with the Building GATE Committee which is responsible for planning programs for their respective buildings. This committee consists of parents, teachers, community members, and the Special Education Director. The Facilitator is responsible for implementation of the program in his/her building, teaching classes for which she/he is qualified, and assisting with the identification of students for the school.

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?

Training of Personnel

Program coordinator, resource teachers, and facilitators attend gifted/talented conferences, workshops, and classes in addition to on-the-job training. Parents and community members are offered the opportunity to attend training. The school district covers expenses including registration and travel expenses.

Professional development workshops in gifted education are offered as part of summer and staff development opportunities on an ongoing basis. The GATE staff teaches various gifted education classes, trainings and/or workshops for the school district throughout the school year.

Qualified Personnel: For the last four years all gifted education resource teachers have had extensive training and professional development in gifted education. All personnel in gifted education hold a gifted education certificate from ASC (12 hours in gifted education) and one instructor is working on endorsement hours in gifted education.

Goal Area II: School Capacity-Personnel

Indicator 5: All qualified personnel will be endorsed in gifted education by 2011.

Evidence 5: Qualified personnel will have a Gifted Education Specialist Endorsement by 2011.

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?

Canon City High School holds articulation agreements with Pueblo community College, Pikes Peak community College, Trinidad Junior College, and Colorado State University at Pueblo. These area institutions provide both introductory and certification opportunities for students pursuing post-secondary training and degrees.

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.

Current Status:

- The budget is developed based upon needs to improve and implement gifted education in the

- Administrative Unit. The budget supports goals identified in the plan.
- For the school year 2008-09 we will be maintaining the gifted/talented teachers for the elementary and middle school levels. The district also employs a certified teacher for administering assessments. These positions for gifted education **more than** equal the funding match. The total from the Gifted and Talented Student Education Funds is \$34,625. The overall district commitment for gifted and talented student education is \$168,110.
 - District Administration is involved with the budget planning and approval. The GATE staff is involved with input to the administrative staff. Each school receives a specified amount of the GATE budget based on GATE field trips, activities, and programming for gifted students.

Budget: Form

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

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

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

Record Keeping

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

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

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

1. Financial Records: Maintained through the District accounting office.
2. Inventory: Maintained through the GATE office.
3. Student education records: Maintained and held in a separate file cabinet in the GATE office. Each identified student has a GATE folder that is updated each year.
4. District policy for maintenance, retention, and destruction of records including gifted records is File 825 and File 845.

ALP: The ALP folder includes the BOE, programming options and strategies, review dates, enrichment activities, and assessment scores.

Goal Area I: Student Achievement – Record Keeping

Indicator 2: A consistent record keeping system will be used to update student data from initial identification through school exit.

Evidence 2: A consistent documentation tool is used at each level of schooling.

Time Frame

Year 1: District GATE coordinator will work with the Director of Information and Technology to have an electronic file for the GATE students for access to the GATE staff. Information on an electronic ALP

will be investigated.

Year 2: Documentation of the items for record keeping will be determined for consistency. An electronic ALP system will be purchased (if there is availability of funds).

Year 3: Documentation of student's ALP records and electronic file will be in place and readily accessed by staff members.

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?

The Right of Appeal:

If there is a disagreement with an identification decision, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the building gifted and talented coordinator. The appellant will then meet with the building administrator, gifted and talented coordinator to review data, introduce additional information, and decide a further course of action. The superintendent will be part of the appeal process and make a final decision. Parents will be notified of the final decision through written communication.

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.

ALP: Elementary-Middle School, High School

Identification Process Flow Chart

Grade Skipping Policy

Parent Brochure Elementary and High School

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

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

File Name Examples:

Douglas County_ProgramPlan_08-11

Douglas County_Budget_08-09

Douglas County_ALP_08-11

Douglas County_PPAttachment_08-11

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

CDE Mailing Address:

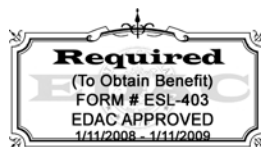
Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

CDE Contact Persons:

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

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

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



Colorado Department of Education (CDE)

