

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

<b>Administrative Unit's Name:</b> Poudre Re-1		<b>Region:</b> North Central
<b>Name of Gifted Education Director/ Coordinator:</b>	Carol Swalley	
<b>Director's e-mail</b>	cswalley@psdschools.org	
<b>Director's Address:</b> 2407 LaPorte Ave	<b>City:</b> Fort Collins	<b>Zip</b> 80521
<b>Director's phone number</b>	970-490-3076	<b>Fax</b> 970-490-3611
<b>Name of Superintendent/BOCES Director</b>	Dr. Jerry Wilson, Superintendent	
<b>Superintendent's Signature</b>		
<b>Date:</b> _____		

**The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.**



**Section I: State Performance Plan (SPP)**

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN  
 For Information, Guidance and Technical Assistance**

**Goal Area I: Student Achievement - Targets**

*Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.*

**Indicator 1:** 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

**Goal Area I: Student Achievement – Record Keeping**

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

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

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

**Goal Area I: Student Achievement – Assessment Tools**

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

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

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

**Goal Area II: School Capacity – Training and Programming**

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

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

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

**Goal Area II: School Capacity – Personnel**

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

*12.02 (1)(f)(i)*

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

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

*12.02(1)(f)(i)*

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

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

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

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

**Goal Area II: School Capacity – Professional Development**

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

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

Evidence 7: Percent of administrative units implementing professional development.

**Goal Area III: Representation in the Gifted Population**

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

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

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

**Goal Area III: Representation in the Gifted Population – Categories**

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

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

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

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

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

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

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

**Goal Area IV: Partnerships – Parents**

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

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

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

**Goal Area IV: Partnerships – Higher Education**

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

**Indicator 12:** 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

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

**Goal Area V: Unique Populations – Early Childhood**

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

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

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

**Goal Area V: Unique Populations – Support Structures**

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

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

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

**Goal Area VI: Supervision and Monitoring**

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

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

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

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

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

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

**Goal Area VI: Administrative Unit's CIMP Targets**

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

**Indicator 17A:**

**Indicator 17B:**

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: To increase the number of underrepresented populations in our gifted students**

**Indicator 18A: By spring of 2011, PSD will increase the percentage of Latino students identified as gifted from 4.5% to 9.0%.**

**Indicator 18B: By Spring of 2011, PSD will increase the percentage of identified gifted students needing Free/Reduced lunch from 5% to 10%.**

Check here if not applicable

## Section II: Elements of the Program Plan

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

Directions:

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

### Local Student Achievement Indicators

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

#### Examples of Student Achievement Indicators

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

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

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

**Indicator 1A: Students identified as gifted in Language Arts achieving one year's growth in reading on Measures of Academic Progress (MAP) will increase at the Elementary level from 75% to 85% by 2011. Students identified as gifted in Language Arts achieving one year's growth in reading on Measures of Academic Progress (MAP) will increase at the Secondary level from 65% to 80% by 2011.**

Evidence 1A: Percent of students identified as gifted in Language Arts who achieve one year's growth on the Measures of Academic Progress (MAP) assessment in reading.

**Indicator 1B: Students identified as gifted in Mathematics achieving one year's growth in math on Measures of Academic Progress (MAP) will increase at the Elementary level from 85% to 92% by 2011. Students identified as gifted in Mathematics achieving one year's growth in math on Measures of Academic Progress (MAP) will increase at the Secondary level from 69% to 80% by 2011.**

Evidence 1B: Percent of students identified as gifted in Mathematics who achieve one year's growth on the Measures of Academic Progress (MAP) assessment in math.

**Indicator 1C: We are collecting data to become our baseline. We will collect data on our students identified as gifted in the "Other" category for the 2008-2009 and 2009-2010 school years. Students identified as gifted in the "Other" category achieving one year's growth in reading on Measures of Academic Progress (MAP) will increase 5% from 2010 to 2011.**

Evidence 1C: Percent of students identified as gifted in "Other" who achieve one year's growth on the Measures of Academic Progress (MAP) assessment in reading.

(Increasing the number of students making one year's growth in Reading is a district-wide initiative, so this goal is written to support our district's goal in that area.)

### **Community Outreach**

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.  
How will the stakeholders access the process for identification assessment and programming options?  
How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The AU will provide booklets (Raising Exceptional Students) to all parents with children identified as gifted that were produced in the 2005-2006 school year, which describe the programs available in the district and our identification procedures. These booklets have been disseminated in previous years, so the focus will be on getting booklets out to parents with newly identified students. We will also work on revising the booklets to make them reflect the changes in our grade configuration and to get them translated into Spanish. The AU will also update our web-site to provide more information to the community. The GT web-site will describe our identification procedures, enrichment opportunities, academic programs, advisory board, and links to useful GT information to any interested stakeholders. The pages will be translated into Spanish as well as being available in English to include more parents in the process. We will also work on getting school web-sites to provide a link to the GT pages on the district web-site.

This is an area that needs work in our district. We have identified this as a concentration area for our efforts in the coming years. We are going to start providing meetings for our parents (at least two per year) and use those meetings as an impetus for forming a parent group. We have had active parent groups

in the past, but they have not been sustained over time. PSD will participate in the CASL membership which will provide parent meetings throughout the school year, in order to get parents more involved and aware of gifted education. We will also use this time to plan and implement a survey for parents on the GT program in our district to determine perceived satisfaction and goals for the future.

### 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).

All third grade students are given the Cognitive Abilities Test (CogAT) in the fall. The results of that test are loaded into our student information system. In the fall of 4<sup>th</sup> grade, students' data from CogAT, CSAP, and MAP is pulled up electronically through a report written by our IT department. If students have two measures that show ability/achievement at the 95% or above in one area, an ALP is written for that student in that subject area (either Math or Language Arts). For a language identification, we use the Verbal score on CogAT, the Reading and Writing scores on CSAP (only one CSAP score counts – middle advanced or above), and the reading score on MAP. For math, we use the Quantitative or Non-verbal score on CogAT (only one of those scores count so we aren't relying on a single test for our identification), the math CSAP, and the math score on MAP. Once a student has an ALP written at the tier two level (95%-97%) or the tier three level (98%+), that student is formally identified as gifted in that area. Our ALP writing process is tied to the student information system and once a plan is written, students are tagged in the system as GT.

Teachers have the power to administer more testing if they believe it is warranted for a student. For instance, if a student has one test score in the gifted range (95%+) but their other scores are not high enough to qualify, teachers are able to give one of the other assessment tools we currently have on hand to see if they can be used in the body of evidence. We use the TONI, WIAT, GATES, and SIGS for this purpose. Other identification measures will be sought to determine if they can be used to help identify more students from underserved populations. PSD is also working on creating several performance rubrics which can be used to show advanced-level performance in each of our identification areas. The creativity rubric is finished, and the academic rubrics will be created next year.

Before the end of the school year, but before this report is due to CDE, PSD will also have added an identification area for Creativity. We are currently looking at using a behavior checklist as the initial screening for students. This would be with the GATES or SIGS creativity sub-score. If a student scores in the 95% or above on the initial pre-screening on SIGS or “Highly Probable” or above on the GATES, another Creativity test, such as the Torrance Test of Creative Thinking, will be administered. We should be able to train 4-5 people to score the Torrance for our district through CASL. If a student scores 95% or above on the Torrance and meets the criteria on the evaluation scales, he or she can be identified as GT in creativity. Much of our materials budget this year will be used to purchase these new testing materials.

Currently in PSD, we do not have a systematic method for recruiting or identifying our underserved populations. This is going to be an area of concentration for us over the next few years because we are out of compliance as determined by the Chi Square completed at the January 2008 Director’s Meeting. According to that statistical test, we under identify our Latino students and students in the Free/Reduced Lunch program. The GT coordinator has purchased more alternative assessment tools to use with students who are suspected to be gifted but don’t show up on the CSAP and MAP tests (TONI, WIAT, GATES, and SIGS) and will continue to purchase more testing materials from the state funds. The GT coordinator will work with site administrators and staff on the identification process. The GT coordinator will also work with the ELL department to raise awareness of gifted characteristics of English language learners to better identify students for possible additional testing or screening.

Because we do look at the scores of every single 4<sup>th</sup> grade student in the district, all of our students are screened for GT identification. Our next steps to ensure equitable access will be in finding more culturally unbiased assessment tools, and working with staff at schools with high numbers of underrepresented populations to use the alternative assessments we already have in place in the district. We will also be working on building capacity in secondary schools to continue to screen students for identification purposes. We have a large number of potential GT students who attended one of our charter elementary schools and therefore missed the initial screening in 3<sup>rd</sup> grade. We will begin working with the charter schools to include their students in the identification process also.

While we do not identify students before 4<sup>th</sup> grade, schools are still required to serve students without a formal identification. The most common forms of service for these students in K-3 are differentiation within the classroom and content acceleration. In addition, there are a few elementary schools that use site funds to supplement district GT staffing funds in order to provide pull-out classes to students before 4<sup>th</sup> grade. Also, every year, we have several students who are grade skipped according to test scores and recommendations from the Iowa Acceleration Scales. These students are recommended for acceleration by parents or teachers. The district GT coordinator has written a proposal for the upcoming 2010 Mill Levy Bond, which if approved, will provide extra funding for GT staffing at elementary schools. This extra funding will allow schools to assume equal numbers of GT students in K-3 that they have in grades 4 and 5. This way, schools will be provided staffing for their GT students in the primary grades even though they haven’t been formally identified.

### **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 GT students are tracked as they progress through our schools. Identification begins in 4<sup>th</sup> grade, with services focused in Language Arts and Math. Most elementary schools use differentiation within the regular classroom supplemented with a pull-out program to help serve their identified students. When students reach secondary schools, they are offered advanced or honors classes in their strength areas. We have AP and IB options available for students; and those who are ready are able to take classes at Colorado State University, University of Colorado, Front Range Community College, or AIMS Community College. Our focus has been on providing academic services, but we do need to improve on connecting with underachieving GT students who do not elect to take those courses when they get to the secondary level.

With the district-wide implementation of Response to Intervention (RtI) in the next few years, the GT department is hopeful that this will translate into more awareness and understanding into the needs of gifted students. The interventions provided to students in the RtI model will include gifted interventions. In addition, there is a push from the superintendent for teachers and schools to include more rigor, relevance, and relationship building into their instruction. This allows the GT coordinator to have more accountability with schools and the instruction they are offering for their gifted students.

### **Differentiated Instruction**

This is an area that requires constant professional development. In our district, we are working to overcome common misconceptions about what differentiation is and isn't. The techniques that we most recommend teachers use are compacting, acceleration, tiered instruction, and student choice. The GT coordinator has offered the Javits Differentiated Instruction module in the district twice and this class will be offered again in the fall. She has also offered differentiation courses through the Poudre Staff Development system in subsequent years and contract with schools in the district to provide training for their staff when requested. We also provide funds for teachers to attend GT trainings through CASL and other entities, such as CAGT.

### **Affective Guidance and Counseling**

Our district is behind in offering affective guidance to our GT students. There are schools that have taken on this piece and do well with it, but there is no district-wide plan in place to address these needs. As such, this will be a focus for our district in the coming years. Our plans for improvement in this area include providing professional development for teachers regarding the needs of this group and how to provide support to students, developing affective goals for ALPs, providing training and resources to teachers and counselors on developing support groups for students, as well as offering career and college guidance.

### **Content Extensions**

Language Arts: Young Scholars, Pull-out classes, literature circles, Springboard, Junior Great Books, differentiated instruction, AP classes, IB classes, advanced/honors classes, plays, pre-AP classes

Math: Accelerated Math Program, Math Counts, Math Olympiad, differentiated instruction, AP classes, IB classes, advanced/honors classes, community mentors, MESA (Math Engineering Science Achievement), pre-AP classes

Science: Science Olympiad, Science Bowl, Lego Robotics, differentiated instruction, advanced/honors classes, AP classes, IB classes, community mentors, MESA (Math Engineering Science Achievement)

Creativity: Future Problem Solving, Odyssey of the Mind, differentiated instruction, drama

Leadership: Student Council, Athletics, Eco-Week, service learning, community mentors, pre-AP classes

Performing Arts/Music/Visual Arts: Honor Choir, Honor Band, Honor Theater, community mentors, performances, competitions

General Cognition: Knowledge Bowl, Future Problem Solving, differentiated instruction, advanced/honors classes, AP classes, IB classes, community mentors

**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).

Students can be accelerated through content acceleration or grade acceleration. We offer the Iowa Acceleration Scales to all schools who are interested in accelerating a student by a whole grade or more. The GT coordinator will test any student for whom the district needs additional data to determine if acceleration is appropriate. The Iowa Acceleration Scales and conversations with the student's parents are used to determine whether a student is grade skipped. Students are recommended for possible grade skipping by teachers or parents. We do not currently have a method for informing parents that this possibility exists, but we hope to make parents better informed through the parent meetings being planned for the future and with revisions to our parent brochure.

The Poudre School District also has an Accelerated Math Program in place, where talented math students are sought for content acceleration. The program can begin as early as 5<sup>th</sup> grade, but more students enter as 6<sup>th</sup> graders. Many schools begin math acceleration before the district program starts, knowing that their students will have the opportunity to apply for the program as 6<sup>th</sup> graders. To qualify, students must receive a mastery score on the readiness test (a final for the class to be skipped), a 95% or higher on the MAP test, and a middle advanced or higher on CSAP. Two out of the three scores are required for entrance into the program. Students are brought to a Junior High School for 7<sup>th</sup> grade math classes and then transported back to the elementary for the rest of the day. They have another opportunity to accelerate in 8<sup>th</sup> grade. We are currently changing our grade configuration and our math curriculum, so there will be changes to the program in the next few years. District personnel are working to ensure that all acceleration points are still available to students without compromising the content in these classes.

Other acceleration options in other content areas are not universally provided because it is dependent on the site to find students and implement acceleration options, though they are accepted as possibilities in the district. These options are usually available only when parents or teachers request such interventions and usually occur at the secondary level. Some schools do provide students the opportunity to place out of a class by taking the final, which allows them to enroll in a higher level course that is more challenging for them. All acceleration opportunities are listed as possible interventions in our ALP writing program.

**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?

GT teachers or counselors at the school are responsible for writing ALPs. Students are assessed for strength in Language or Math and a plan is written for them based on that data each year. We collect data using MAP and CSAP annually. CogAT data is used when it is available. Other assessment tools used by schools include DRA2 and teacher made tests. A menu of service options for students is available for schools to choose from based on their assessment of student need. Accountability is a huge need area in our district. The GT coordinator is working on putting more accountability measures in place, but this process will be slow. A goal for this area is for the GT coordinator to meet with every principal in the

district to discuss their programming options for students and how they are measuring growth in their GT students. Another goal for the AU to increase accountability is to form cohort groups and classes on Blackboard that provide resources for teachers on how to work with GT students. The GT coordinator will then schedule a time with each GT teacher to discuss what the school is doing to ensure compliance in this area.

**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?

Our students have access to Honors, Pre-AP, AP, CU Gold, or IB classes at all of our secondary schools. If a student has run out of academic classes to take at the high school level, he or she is able to take classes at Colorado State University or Front Range Community College, two local post-secondary institutions. We use House Bill funding to help pay for these, however, if the student elects to take them on their own, they are responsible for the cost. Every year we have several students who elect to take math classes at CSU, having been accelerated through our Accelerated Math Program. Students are only allowed to take classes at a post-secondary institution if the class they need is not provided at the high school. All high schools offer students access to several AP classes, though the exact class offerings might be different at each site. Students are also allowed/encouraged to take on-line classes if their schedule does not permit them to take classes off campus.

Our Career and Technical Education program also provides opportunities for post-secondary enrollment options for students. Some of our GT students are currently enrolled in classes that will help them prepare for a career in business, culinary arts, fashion, and computers. Front Range Community College provides classes for students in these areas, as well as options that are available at the junior or senior high schools.

**Programming: Advanced Learning Plan**

Describe the advanced learning plan development and review processes.

In Poudre, the ALPs are called Gifted Education Plans (GEPs). GT teachers or counselors at the schools are responsible for writing the plans. They use a program written by the IT department to find students who qualify as gifted. The Needs Assessment program pulls up students' data and sorts it into tiers based on 90%-94% as tier one, 95%-97% as tier two, and 98% and above as tier three. Students with two scores in the tier two range or higher have a GEP written for them. The act of writing a plan is how the students get identified in our system. All plans are required to be updated annually to include new interventions for students. Once a plan has been written for a student (area of identification and tier level), the schools enter the interventions for the students. These interventions are based on their tier assignment and their area of strength. Some common interventions our students receive are differentiated instruction, content acceleration, pull-out groups, ability groups, honors classes, etc. The G/T Coordinator will work with secondary sites to ensure that ALPs are in compliance. PSD will work on including parents and students on plans, but because plan writing is also our formal identification piece, getting the plans in place before October count is a need, while most parent/teacher conferences don't happen until after that time. We are working on improving our compliance in this area, but it will take time. Elementary schools are doing much better than prior years, so the most of the effort will be focused on working with secondary schools to see that parents and/or students are allowed to provide input on their plans. It will take time to build school capacity, but we are in the process of building that knowledge and focus in our schools.

Another area of need for our district in this area is building affective goals into our plans. Currently, the area of focus for the plans is academic goals, however affective interventions are listed and available for schools to choose as interventions for their students. Very few schools actually write goals for their students in the affective area, so this will be a major initiative for our district in the coming years. With the switch to student based budgeting schools now receive an additional allocation per student identified

as gifted. It is our hope that this will encourage schools to fund a GT position at each school instead of relying on counselors to update and revise plans each year. We are also working on a way to have the program separate academic goals from affective goals (instead of showing them all together on one list), to encourage teachers and counselors to write each type of goal for each student. The district is more focused now on academic goals, so including more affective goals will be important for bringing our district into alignment with state rules.

**Programming: Articulation**

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

This is another area where we are working to build more stable transitions for students. All of our GEPs are available electronically. At the beginning of the year, teachers or counselors at the schools open the GEP program and write plans for all their students. This is the first time they see who the new GT students at their school are. Sometimes, this comes too late to get students placed into honors or advanced classes, but only in rare cases because counselors are really good about noticing who is enrolled in advanced classes in the junior high and making sure they get placed in those classes in the senior highs. For students moving from elementary to junior high, they do not have the ability to look at placement in advanced classes because those types of classes don't exist at the elementary level. But, this process is aided by elementary GT teachers who provide a list of their identified 6<sup>th</sup> grade students to the GT coordinator, who then organizes students by the junior high they will be attending and passes that information along to the junior high counselors. .

A goal for this area will be to make parents better informed of the opportunities available to their students as they transition to the next school. We do not currently have a system in place for informing parents of what secondary schools can offer as far as GT services for their children. We will work on increasing this dialogue between schools and families.

**Programming: Gifted Students New to the District**

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

Our process here is dependent on faculty at schools and parents of these children. Usually, when a new student moves to our district and has been identified as GT elsewhere, the parents let the schools know. We then take the information used for that identification to see if it qualifies a student under Colorado law. If there isn't enough information for an identification, we see what testing we can provide that could be used as evidence should the student score high enough.

We are continuing to work with secondary schools to look for and identify new students they feel were missed for any reason. This process is helped because schools get more money for staffing for every gifted student they identify and serve. We are also working at purchasing more materials to use with these students. PSD is making progress in this area, but we are still dependent on staff at the schools to recognize that a student might have been missed and for them to then look into testing for that student.

**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?

We use the CSAP and MAP tests to measure and monitor GT students' achievement. Because the MAP

test doesn't have a ceiling, it is the test we use to report student growth. It is also a norm-referenced assessment, instead of criterion-referenced like CSAP, and so is better suited by design for this purpose. We can monitor our 10<sup>th</sup> grade student achievement on CSAP and the PLAN, but beyond that, the test is not available. For 11<sup>th</sup> and 12<sup>th</sup> graders, we look at the classes they are taking (are they enrolled in honors or advanced classes, for example), and ACT & SAT to monitor their development. We will also use common assessments developed in-district as finals for the courses once they become available. When available, we can also examine the test results from AP and IB exams.

We use assessment tools that have been approved by the state. Our school sites are required to report on the growth of their advanced and GT students as part of their accreditation process.

We do not write individual goals for students on their ALPs, nor do we write affective goals for students. Students have individual interventions that we offer based on our assessment of their needs, and those interventions are updated annually. We have district wide academic goals for our GT students that are written on the plans. These goals include achieving one year's growth or more in reading and/or math, depending on the identified strength of the student. This broad goal is monitored by the GT coordinator and results are shared with GT teachers at the elementary schools and by principals within the buildings. RtI implementation will assist in the GT department's efforts in this area because of the focus it will bring to instructional practices and to all students' learning.

To monitor growth, we use the DRA2 in reading, the MAPs in reading and math, and the CSAP in reading, math, writing, and science.

#### **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 ).

Currently, we do not have many measures in place for accountability in this area. We recognize that this is an area of concern for the state, and as such, will focus our efforts and resources in this area for the coming years. We have counselors at all of our schools who are tasked with identifying students in need of help in their affective development. Our secondary schools do some career and college guidance, and we have two schools who focus their efforts with gifted students in this area. We will provide professional development for teachers across the district on the affective needs of gifted students. In previous years, the GT department has provided materials addressing these needs of students. We will also plan book studies using these resources (such as "When Gifted Kids Don't Have All The Answers," by Delisle & Galbraith and "Guiding the Gifted Child," by Webb, et. al.)

#### **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 district GT coordinator reviews GT students' MAP data on one year's growth. Schools are given their data regarding their kids' growth every year at one of the coordinator's meetings. Most schools review this data on their own even before It's shared it with GT teachers. In addition, the GT coordinator schedules a time to meet with each school with a GT teacher to talk about their program and what methods they use to meet the needs of their GT students. As of now, the process is very informal, but we will improve this over time. The next work that will happen in this area will be to continue to concentrate our attention at meetings on student outcomes and learning objectives. Either next year or the following year, GT teachers will be responsible for writing their own goals for their GT students and how they will measure progress towards that goal (much like all schools must do as part of their accreditation process). Then each year, we will discuss what we did that helped our students and what maybe didn't work as

well, in order to make progress each year. We will also encourage discussions and collaboration within our feeder systems to build vertical alignment for students.

With district implementation of RtI, we will be able to increase our program accountability. Schools will be required to examine instructional practices and student growth at all levels. Grade configuration will also help increase programming for students at the middle school level because of the relationship building that will come about with implementation of the middle school model.

At this point, parents are not very involved in this process. We have been directing our attention at the most basic level so far. Next year, we will have quarterly parent meetings for all parents. One of those meetings will focus on parent advocacy. We will have parent surveys available that will ask for basic information about parent satisfaction about the GT program in areas such as academic services, affective services, communication, and parent involvement in their child's education within these three years. This will help us bring our efforts at program improvement together even more.

### 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.

Our district hires a full-time person to coordinate the program for the district. She has a Master's and Doctorate in Gifted Education. At the school level, individual principals are responsible for hiring GT teachers. They are not required to have a Master's in GT or be endorsed in GT, but they must be certified either in an area (for secondary) or in elementary education. Most of the staff members at schools take on GT in addition to other responsibilities. Those that are GT teachers only are usually retired teachers who still wanted to work with children, but only part-time. All of our GT teachers are less than half-time, except for the district coordinator.

On May 1, 2008, we will be hosting faculty from the University of Northern Colorado to recruit teachers in our district to enroll in their Master's program for Gifted Education. With their new matching funds policy, PSD will dedicate \$500 per person for two years for five staff members, and UNC will match those funds, enabling us to send at least 10 people to UNC for their Master's. It is the hope of the district that willing teachers will be more likely to pursue the Master's if they know there is some financial help from PSD.

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?

The Poudre School District has been active in the Center for Advanced Student Learning (CASL) professional development classes for many years. We will continue our involvement in this valuable local resource because it provides classes tailored to the needs of teachers in our region. We have also offered Javits On-line Modules available through CBOCES. We will send 4 teachers to the TOT in June in order to increase the amount of classes we can offer to our teachers. The GT coordinator has also provided classes through the district's staff development department and will continue to do so. Classes have been in the areas of differentiated instruction, social-emotional needs, 21<sup>st</sup> Century learning, underachievement, as well as training in our processes for writing plans and identifying students. We will continue to offer these classes and add those that are determined to be a need in our district. We do not have a requirement that GT teachers be certified or endorsed in gifted education because these positions are so small (20% FTE on average). Students are placed into regular education classrooms and taught by certified teachers. Cluster grouping is an idea that is gaining momentum due to Marcia Gentry's appearance at a CASL Leadership Breakfast for principals. Beattie Elementary is already using clustering with GT students. We do not have a magnet school or other such program for our GT students. The program plan is overseen by a qualified GT teacher (the current district GT coordinator has a Master's and Doctorate in Gifted Education).

We will continue our participation in CASL. This year, the courses have been Critical Thinking and Socratic Seminars. The agenda for the coming years has not been completely decided upon, but suggestions for topics include parental involvement, Torrance training, U-STARS training for new schools to get involved, and RtI training. We will offer the new Javits modules when they become available to supplement the current choices of Differentiation, Affective Needs, the Gifted Learner, and Raising Thinking Skills. Because affective development, communication, and identification of underrepresented populations are the biggest needs in our district, classes and courses that reflect those areas are prominent in our plans for the coming years.

**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?

We currently do not have a partnership with an institution of higher education for the development of qualified personnel. We do have a P-16 Committee that includes district and local college and university faculty members, whose responsibility it is to create more alignment between the K-12 district and post-secondary options.

PSD will participate in the University of Northern Colorado's matching funds program. We will commit \$500 per person for two years for five staff members to work towards their Master's. UNC will then contribute the same amount for five more teachers, enabling us to provide financial support for 10

teachers in the district to get their Master's in Gifted. If the proposal to the Mill Levy committee does pass, and we get more money for staffing in our schools, the GT department can "encourage" GT teachers to get a Master's or endorsement in GT through this program and would like to work with UNC to create cohorts, either on campus or possibly in Fort Collins and Loveland.

### **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 district coordinator has been speaking with the elementary GT teachers, the secondary GT contacts at schools, the GT Advisory Board, and her supervisors at the district office to plan the budget. The elementary teachers noted a desire for more help with differentiation, which will be filled through more offerings of professional development opportunities. They also wanted to see parents more involved and to have help with informing parents of their children's GT identification. The secondary schools requested more support in implementing affective programs. The GT coordinator will meet with secondary schools to develop a plan for spending their allocation of money and to list what resources they will need to achieve their goals. Schools will be required to set a plan for meeting affective needs of students. The GT Advisory Board also recommended GT funding to focus on increasing affective programming for our GT students, increasing the communication to the community and parents, and to focus on increasing the proportionality in our district identified students. The budget from previous years was shared with all these groups, and they made recommendations for slimming down in some areas to increase funding in the identified need areas.

### **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.**

**\*Note – our materials budget will be high again this year in order to purchase new testing material for the new Creativity identification and to help us identify more under-represented populations.**

### **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) Our financial records are maintained in our Budget department and are accessible from the GT/Curriculum offices. The GT coordinator decides how the money is spent in conjunction with her superiors, and through input provided from the advisory board, GT teachers, and GT contacts in the district. Money sent to the schools is entered into the budget program and is overseen by the GT coordinator.
- 2) Inventory is maintained at the school site or in the district office, depending on for whose use it was purchased. A record of serial numbers is kept by the support staff provided by the district.
- 3) Student records are kept in the student information system maintained by the district. All GT records are stored electronically and can be accessed from any computer at any school site. It cannot be accessed remotely because of firewalls in place to protect the data.

All student records are disposed of according to district policy. Test records are stored in the student's file, and GT ALP data are stored in the district's database. When a student leaves the district, the records in the GT database are deleted. Hard copies of records and test scores are sent to the school to which a student is transferring. When a student graduates, all records are destroyed (shredded or incinerated) and their information in the GT database is deleted.

All our APLs (Gifted Education Plans) are maintained electronically behind a firewall, and therefore are not able to be attached in a blank form. I have included a report print out from one of our schools so the state can see what our ALP report looks like. This is a sample of one school's report and will show the tier level of the student, the area of identification, and the intervention provided for the student. All goals for APLs are currently the same and listed at the top of the report, but we will continue to work on making those more individualized. All APLs do have student-specific interventions listed and those are updated annually. Goals for APLs are that students identified in Language will make one year's growth or more in Reading as measured by MAP (fall to fall). Students identified as gifted in Math will make at least one year's growth in Math as measured by MAP (fall to fall).

### **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?

This is not a well-developed area in our district, nor is it formally defined anywhere or is the process written out. The GT coordinator plans to formalize this process within the next two years. When parents do not agree with our identification assessment, they have the right to contact the school, which usually directs the parents to contact the district coordinator. The GT coordinator explains the district policy on identification and why their child does or does not meet the criteria. We make every effort to work with parents to come to resolution where all parties involved are at least somewhat satisfied with the result. If a student does not have the "body of evidence" required by the state, we offer additional testing, but without at least two different scores in one area, we have no choice but to not identify that student as gifted. The final decision for identification is made by the district coordinator. We have had no parent inquiries this year.

The process for programming is more difficult. Because of our site-based decision making, the schools are able to decide what programming options they will offer. While most schools do everything they can to work with parents to ensure students are learning and growing, there are still pockets of

misunderstanding surrounding the needs of gifted students and what the role of schools and teachers should be in their development. Parents who call the district coordinator are referred back to the school if the parents have not yet contacted the school about their concerns. Parents are directed to meet with the child's teacher, then principal to resolve the situation. If the situation cannot be resolved, the district GT coordinator gets involved. If the situation cannot be resolved within the school, the district coordinator meets with the staff there to talk about their issues and concerns. She offers help with differentiation and provides resources the teachers can use to help them with differentiation (the most common area of need) or whatever the need is for the school.

### **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.

**Raising Exceptional Students  
Creativity Product Assessment Rubric  
GEP (ALP) 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](mailto: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](mailto: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](mailto:medina_j@cde.state.co.us)  
303.866.6652

Kathy Thurman  
[thurman\\_k@cde.state.co.us](mailto:thurman_k@cde.state.co.us)  
303.866.6414

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



