

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

Administrative Unit's Name: Mesa County		Region: West Central
Name of Gifted Education Director/ Coordinator	(Mesa County District #51 coordinator) Wendy Leader	
Director's e-mail	wleader@mesa.k12.co.us	
Director's Address: 2523 Patterson Road	City: Grand Junction	Zip 81505
Director's phone number	(970) 254-5488	Fax (970) 243-6716
Name of Superintendent/BOCES Director	(Mesa County District #51 superintendent) Dr. Tim Mills Other superintendent signatures on signature page	
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)

⇒ 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:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

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

Directions:

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

Local Student Achievement Indicators

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

Examples of Student Achievement Indicators

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

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

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

Indicator 1A: Students identified as gifted in language arts and performing at the Advanced level on CSAP Reading will increase from 36.4% to 55%. (Mesa County School District #51)

Students identified as gifted in language arts and performing at the Advanced level on CSAP

Reading will increase from 39% to 60%. (Plateau Valley Schools)

Evidence 1A: Percent of students identified as gifted in language arts who performed at the Advanced level on CSAP Reading

Indicator 1B: Students identified as gifted in mathematics and performing at the Advanced level on CSAP Math will increase from 50.5% to 65%. (Mesa County School District #51)

Students identified as gifted in mathematics and performing at the Advanced level on CSAP Math will increase from 42% to 60%. (Plateau Valley Schools)

Evidence 1B: Percent of students identified as gifted in mathematics who performed at the Advanced level on CSAP Math

Indicator 1C: The percent of students gifted in “Other” categories will increase performance on the CSAP reading test from 20% proficient to 50% proficient. (Mesa County School District #51)

The district will be disaggregating gifted student state and/or district achievement data as an integral part of identification and programming for gifted students. (DeBeque Schools)

The percent of students gifted in “Other” categories will increase performance on the CSAP reading test from proficient to proficient. (Plateau Valley Schools)

Evidence 1C: Percent of students gifted in “Other” categories performing at the proficient level in reading.

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.

In Mesa County District #51, we will continue to do the following:

- 1) Annual parent meeting at each elementary and middle school, using a common PowerPoint presentation; topics: identification procedures and requirements, ALPs, and local school programming (information also available in Spanish)
- 2) Post Identification Guidelines on our Website – all District parents have access to it through computers provided by City Market at its store locations
- 3) Send out announcements via each school for special speakers, events, parent meetings, etc.
- 4) Seek diverse representation on our Advisory Committee, including representatives from DeBeque and Plateau Valley.
- 5) Have all testing letters, permission forms, and results letters available in both Spanish and English

In 2008-09, we plan to do the following:

- 1) Begin annual high school parent meetings
- 2) Translate our Identification Guidelines into Spanish and post on our Website
- 3) Post a new Parent Handbook on our Website in both Spanish and English
- 4) Post announcements for special speakers, events, parent meetings, etc. on our Website in addition to through school site communications

DeBeque: We will send letters to parents of students who are being tested for gifted identification.

Plateau Valley: We will send letters to parents of students who are being tested for gifted identification.

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).

In **Mesa County District #51**, we have formalized Identification Guidelines, which are available on our Website. To summarize the process, we do the following:

- 1) Screen all 2nd-graders using the Reynolds Intellectual Screening Test (RIST) for native English speakers only, and the Ravens Progressive Matrices (RPM) for all others.
- 2) 2nd-graders who score above a threshold of 120 on the RIST are referred to the school psychologist for further testing with the Reynolds Intellectual Assessment Scales (RIAS) – 124 (95th percentile) or higher is the criterion; the RPM score stands for non-native English speakers – 95th percentile or higher meets the criterion.
- 3) All students who meet the cut-off scores stated above have a conference with the school psychologist and the GT teacher to discuss the meaning of the cognitive-intellectual scores.
- 4) Students at other grade levels may be referred by teachers, parents, or themselves.
- 5) Students entering the district from other Colorado districts with an ALP are treated as gifted in the district, and their ALP is used.
- 6) Students entering the district from out-of-state identified as gifted, have their data examined by the GT teacher or GT coordinator to see what evidence fits our state criteria. Further data is sought as needed.
- 7) A Body of Evidence (kept in a green folder) is begun on each student with at least one piece of evidence meeting the criteria; cognitive-intellectual tests may be given as needed at any grade level.
- 8) Achievement data are collected each year and examined for all students (95th percentile or higher is criterion).
- 9) Students with high cognitive-intellectual test scores and/or high achievement test scores are further examined through Renzulli scales (national norms used), individual contact by the GT teacher, and/or trial placement in GT activities for awhile to determine if GT is an appropriate placement for that child.
- 10) Advanced Portfolio/Juried Performance criteria state that students must be consistently two or more years ahead of grade level as judged by experts in that field – used mostly for the arts, creative writing,

creativity, or leadership.

11) Torrance Tests of Creative Thinking being piloted for use as a tool for identifying creativity – currently, Renzulli scales and/or performance (i.e., Destination Imagination) used for this area.

12) GT teacher uses Student Profile form to record all data from multiple sources.

13) Each school uses a team – often the RtI team – to examine student profiles and make determinations for identification per guidelines (evidence from two or more areas in state guidelines).

14) Classroom teachers are encouraged to use differentiated instruction to meet the needs of high potential students, whether they are identified as gifted or not (RtI process).

15) In schools with large numbers of students from poverty, ethnic minorities, or non-native English speaking populations, GT teachers are encouraged to work closely with ESL teachers to recognize students with gifted potential and to work with those students (and students high on RIAS/RPM) using high-level materials, to try and get formal identification criteria within their years at that school – Also, GT coordinator presents to ESL teachers to familiarize them with gifted characteristics.

16) All school staffs have a beginning-of-year staff meeting facilitated by the GT teacher, to review gifted characteristics and identification procedures. (currently in place in elementary and middle schools; high school meetings will begin next year)

17) Parents are notified by letter (common letters for all schools to use) if their child is being considered for gifted identification, if their child is attending a GT class but is not identified yet, if their child does not meet the criteria for gifted identification, or if their child has been identified.

18) Elementary: GT teachers create ALP with input from classroom teachers, students, and parents – parent signatures obtained yearly.

19) Middle School: by no later than 8th grade, students review own ALPs in groups with GT teachers, parents, and others from the District (such as coordinator, other GT teachers) - parent signatures obtained yearly.

20) High School: students write and revise own ALPs with assistance from counselors, Progress Monitors, and GT coordinator - parent signatures obtained yearly.

In **DeBeque**, a formalized set of identification steps has been cooperatively created that follows state guidelines. Students will be screened in the primary grades (cognitive test) and referred by parents and/or teachers in other grades. A Body of Evidence will be collected for each child under consideration. Identification decisions will be reached through consensus by a GT Team. Parental consent and parental rights forms have been created.

Plateau Valley Plateau Valley uses CSAP, NWEA, and KOI included as part of a formalized identification process that follows state guidelines.

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

In **Mesa County District #51**, the ALP guides instruction; we use differentiation in the regular classroom as the Tier I option for all areas of giftedness.

1) Elementary – pull-out classes

2) Middle – regularly scheduled GT elective classes or replacement GT core courses, with a magnet program (Challenge Program) available for qualified middle school students that includes acceleration in all core areas. All middle school students are encouraged to pursue a long-term independent study in an

area of interest.

3) Math placement – We have just instituted a district-wide set of criteria for math placement at the middle and high school levels that is based on data and best practices. It will go into effect in Fall 2008.

4) Middle School Programming Guidelines are available on our website and list recommended structures and strategies for middle school GT programming. Among them is cross-team cluster grouping at each middle school in each core subject area.

5) High School: students use a variety of options to meet their ALP goals, including AP classes, the IB program, competitions, clubs, community opportunities, electives, Fast-Track options, dual enrollment, online courses, School-to-Work, internships and mentorships, independent study, and other features of our Performance-Based Diploma.

In **DeBeque** and **Plateau Valley**, schools use differentiated instruction and some acceleration in math at all levels. At the high school level, students may take advantage of college courses in Grand Junction.

In **DeBeque** ALPs will guide instruction as they are developed.

In **Plateau Valley**, the ALP guides instruction.

Differentiated Instruction

In **Mesa County District #51**, many schools have participated in DCIA trainings for the past 5 years. In addition, GT teachers assist regular classroom teachers in differentiating. Students who qualify based on district-wide math placement criteria may be accelerated in math. We use the Iowa Acceleration Scales to determine when whole-grade acceleration is appropriate. The differentiation strategy most familiar to teachers is product differentiation based on interest or learning profile. Some teachers use pre-testing and curriculum replacement options. As cluster grouping becomes more embedded in the middle schools, teachers will use a greater variety of strategies.

In **DeBeque** and **Plateau Valley**, some teachers have participated in differentiated instruction workshops and use the techniques in their classrooms.

For the entire AU, the online modules *Differentiating Instruction for Gifted Learners* and *Raising Thinking Skills* were offered in 2007-08 and will be offered again next year.

Affective Guidance and Counseling

In **Mesa County District #51**, a trained counselor works with students in the Challenge Program, our middle school gifted magnet program. She and a colleague will offer training for all elementary and middle school counselors, including **DeBeque** and **Plateau Valley** counselors, next year.

For the entire AU, the online module *Affective Guidance* was offered in 2007-08 and will be offered again next year.

Content Extensions

(**Mesa County District #51**)

Language Arts: William & Mary Language Arts curriculum available in elementary and middle schools; enrichment classes in summer Extended Learning program

Math: Math Counts in middle school; enrichment classes in summer Extended Learning program

Science: Individual school, District, and regional Science Fairs; enrichment classes in summer Extended Learning program

Creativity: Destination Imagination, arts programs (see below); enrichment classes in summer Extended Learning program

Leadership: School-sponsored clubs, MESA clubs (for girls interested in Math, Engineering, and Science), extra-curricular activities; participation in statewide Legislative Day planned for 2008-09

Performing Arts/Music/Visual Arts: Honors band and orchestra, Community band and orchestra, community theater company productions, school theater productions, District art contests, Statewide choir competitions, District music festival

General Cognition: Year-long independent study (Challenge projects) offered in middle school GT programs

DeBeque School District participates in the individual school, district, and regional Science Fairs. This district also offers Summer programs, both extended enrichment and remedial, for literacy and

mathematics.

Plateau Valley:

Language Arts: Writing Festivals available for middle and high school. Accelerated Reading available for elementary, middle and high school.

Math: Advancement to next level of math studies available to elementary and middle school. Online coursework and college coursework available to high school students.

Science: School, District and regional Science Fairs, Online coursework and college coursework available to high school students.

Creativity: Arts classes available at elementary, middle and high school.

Leadership: School sponsored clubs, extra-curricular activities.

Performing Arts/Music/Visual Arts: Band, Choir, school theater productions, District Talent contests.

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).

In **Mesa County District #51**, we use the Iowa Acceleration Scales to determine the advisability of grade-skipping. Principals make final decisions using this data. Provisions are made beforehand to reduce gaps and to facilitate social adjustment. Our recently-adopted math placement guidelines allow for acceleration in mathematics based on student data. Acceleration in reading and language arts usually occurs within classrooms through differentiated instruction. Acceleration in science is decided on a case-by-case basis.

DeBeque: Acceleration in reading occurs with grouping toward ability and skill levels in the Middle School, and with multi-grade groupings in the elementary school. Acceleration in mathematics occurs with multi-grade groupings at all grade levels.

Plateau Valley: In Plateau Valley School District, acceleration in reading and language arts usually occurs within the classrooms through differentiated instruction. Acceleration in science is decided on a case-by-case basis. Math acceleration occurs within the classrooms based on student data gathered from CSAP, NWEA and a body of evidence. The district will adopt an acceleration scale in 2008-2009 school year.

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?

Mesa County District #51: Through the collection of a Body of Evidence for each child, GT teachers seek student strengths and incorporate them into the ALP. Student interests are solicited when parent and student collaborate on ALP development. Achievement results on CSAP and/or NWEA indicate if a student requires advanced programming in those areas. The ALP guides instruction.

DeBeque: An identification process has been developed, and the collection of bodies of evidence is being accomplished.

Plateau Valley: ALP guides instruction.

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?

Mesa County District #51: All high schools offer pre-collegiate counseling to students. Students participate in dual enrollment or Fast Track as post-secondary options in cooperation with Mesa State College and Western Colorado Community College.

DeBeque: High school students may take college courses in Grand Junction at Mesa State or at WCCC.

Plateau Valley: High school students may take college courses in Grand Junction at Mesa State or at WCCC. All high school students are offered pre-collegiate counseling.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Mesa County District #51: Body of Evidence collected as described above
Elementary and Middle School – GT teacher begins ALP with teacher and student input, then obtains parent input and signature; yearly, parent ALP conferences with GT and classroom teachers occur to report progress; students review own progress regularly with teachers
High School – ALP is developed by student with counselor or Progress Monitor; reviewed twice yearly by student and counselor/PM; signed by parents yearly
DeBeque: Advanced Learning Plans will be developed when the identification of gifted students is accomplished.
Plateau Valley: Student ALP is formulated according to state recommendations.

Programming: Articulation

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

Mesa County District #51 – ALP is online; GT teacher or high school counselor/Progress Monitor emails ALP to appropriate teachers; green folders with identification information and Student Profile forms hand-delivered between elementary, middle, and high schools by GT teachers to GT teachers or to high school counselor/PM
DeBeque: This will occur when ALPs are developed.
Plateau Valley: ALP is document that is delivered from school to school.

Programming: Gifted Students New to the District

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

Mesa County District #51 – For Colorado students, ALPs and identification criteria are honored. For out-of-state students, GT teacher reviews cum file or parent information to determine if student meets state/District criteria. If yes, ALP is written. If not, data are collected on Student Profile Form and further data sought as needed.
DeBeque: This is the same as Mesa County District #51.
Plateau Valley: For Colorado students, ALPs and identification criteria are honored. For out-of-state students, RTI team meets to review cum file to determine if student meets state/District criteria. If yes, ALP is written. If not, data are collected and further data sought as needed.

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?

Mesa County District #51 – CSAP and NWEA MAP data are disaggregated yearly and sent to GT teachers and building principals. Individual school must monitor progress at their sites. GT teachers have received training on how to access student data through District data warehouse and through NWEA website. The expectation is that students with ALPs will achieve or maintain Advanced CSAP or 95th percentile or higher NWEA achievement in their areas of strength. Secondary schools have half-time or full-time Progress Monitors who use AIMS Web or other tools to monitor progress. District uses disaggregated CSAP data to measure and publicly report all sub-group achievement at the Proficient level or above. ALP goals are monitored through conferences each year with teachers, students, and parents.
DeBeque: This will be developed as part of the ALPs. This district analyzes data from CSAP and EdPerformance assessments.
Plateau Valley: CSAP and NWEA data are disaggregated yearly by principals. Individual schools monitor progress at their sites. The expectation is that students with ALPs will achieve or maintain Advanced CSAP or 95th percentile or higher NWEA achievement in their areas of

strength. District uses disaggregated CSAP data to measure and publicly report all sub-group achievement at Proficient level or above. ALP goals are monitored through conferences each year with teachers, students, and parents.

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).

Mesa County District #51 – GT teachers use anecdotal data to review affective goals for students.

DeBeque: This will be part of the developed ALPs.

Plateau Valley: Teachers use anecdotal data to review affective goals for students.

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.

Mesa County District #51 – Our Board of Education commissioned an outside program evaluation in 2002. We have set and worked toward goals based on those recommendations every year, reporting progress to the Board through our Advisory Committee. As stated above, student achievement data are disaggregated and reviewed each year. In 2008-09, we will begin an internal program evaluation, using identification/demographic data, document review, achievement data, focus groups, and interviews with various stakeholder groups to determine program effectiveness based on criteria similar to that used in the 2002 evaluation. GT Coordinator will head the evaluation, with guidance from the Advisory Committee. We also use our yearly reports to CDE to evaluate our progress.

DeBeque: We use our yearly reports to CDE to evaluate our progress.

Plateau Valley: We use our yearly reports to CDE to evaluate our progress.

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.

Mesa County District #51 – All GT teachers are certified and must have or be working towards earning a minimum of 15 semester hours of credit in gifted education, at least 9 of which must be from graduate coursework. Thirteen teachers have taken coursework from Mesa State College's proposed GT endorsement sequence, with 11 of those being GT teachers. Teachers who work with GT students include much of the District's teaching force. It is impossible to determine how many have taken any gifted education courses. Eight teachers in the District (out of approximately 1,500) have Master's degrees in gifted education, including 6 GT teachers. The District GT Coordinator has a PhD in gifted education and has earned the state endorsement. No counselors have degrees in gifted education, but some have coursework. One paraprofessional works with gifted middle school students in the magnet Challenge Program. He provides several hours of tutoring or support each week.

DeBeque: At this point, at least one, and perhaps two of our certified teachers are actively pursuing Mesa State College's GT endorsement sequence.

Plateau Valley: Teachers who work with GT students include the District's teaching force. Two teachers have completed classes in gifted education. Because of our district's size we do not currently have anyone with a GT endorsement. All teachers have taken classes on differentiation. All elementary teachers have taken KOI training.

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?

Mesa County District #51 –

Current and ongoing:

- 1) All GT teachers must have or be working towards earning a minimum of 15 semester hours of credit in gifted education, at least 9 of which must be from graduate coursework.
- 2) A week-long, 2-credit Summer Institute for Middle School Teachers is offered every year to provide intensive training in differentiating instruction for gifted learners. (available to AU)
- 3) A qualified person (District GT Coordinator) manages the AU Program Plan.
- 4) Four District teachers are qualified to facilitate the CDE online modules, and another one will be trained in summer of 2008. Four online modules have already been taught. (available to AU)
- 5) GT teachers participate in monthly professional development around Program Plan issues.
- 6) Conference attendance (NAGC, CAGT, Beyond Giftedness, ASCD, William & Mary) is offered to GT and classroom teachers/counselors who work with gifted students.
- 7) Junior Great Books training is offered annually to all teachers. (available to AU)

Planned:

- 1) The Mesa State College GT endorsement/Master's program in gifted education is expected to increase the capacity of all teachers to work with gifted students and to encourage teachers to specialize in the field.
- 2) Requirements for specific gifted education coursework will be phased in over several years for teachers who teach cluster-grouped classes at the middle school level.
- 3) At least five online modules are planned for 2008-09. (available to AU)
- 4) Due to our low numbers of GT students scoring Advanced on CSAP in their areas of strength, future professional development will continue our focus on rigor and higher-level thinking skills.
- 5) Counselor training in GT issues will be offered in 2008-09. (available to AU)

The following professional development activities are or will be available to the entire AU:

Summer Institute for middle school teachers
CDE online modules
CAGT conference, Beyond Giftedness, etc.
Junior Great Books training
Periodic speakers contracted by District 51
Counselor training

DeBeque: One teacher, or perhaps two, are considering entering the Mesa State College gifted education endorsement cohort.

Plateau Valley: One teacher is considering entering the Mesa State College gifted education endorsement cohort. Conference attendance is offered to teachers who work with GT students.

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?

The entire Mesa County AU has a partnership with Mesa State College, which has agreed to offer an endorsement/Master's degree program in gifted education. In addition, we take advantage of the CDE partnership with Adams State College to offer the online modules. We keep in touch with the Northwest Region to take advantage of speakers or workshops they may have planned and to offer them a reciprocal arrangement. We also participate in the West Central regional Professional Development Council, of which the District 51 GT Coordinator is a member.

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 3 districts that make up the Mesa County AU have very different needs related to gifted education. We are comprised of one large district, Mesa County District #51, and two very small districts, DeBeque and Plateau Valley. District #51 has had gifted education plans, personnel paid for through dedicated funding, District funding, and programming for many years, while the other two districts are at the beginning of their journeys. Therefore, DeBeque and Plateau Valley use their budgets to provide professional development opportunities to their classroom teachers, who provide all gifted services, to provide extra activities to gifted students, and to purchase advanced materials. They are developing their identification plans and creating ALPs. District #51 uses *district funds* to pay the salaries and benefits of 30 gifted education teachers that work directly with gifted students, pay the salary of a GT secretary, fund a half-time counselor for the Challenge Program, and pay for extra Challenge Program activities and materials. District #51 uses their *state budget* to pay the salary of a qualified GT coordinator, bring in speakers and offer other professional development opportunities to both GT teachers and other school personnel, offer scholarships to student activities, pay for advanced materials, and purchase equipment as needed to support programming. District #51's state money will also be used beginning in 2008-09 to help conduct an internal program evaluation.

All AU state funds are being used in the approved categories to support gifted identification, programming, and accountability as described in this report.

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.

Finance Directors and secretaries in all 3 districts keep track of state monies and their use. In Mesa County District #51, the GT secretary keeps the inventory of GT equipment. At the other two districts, principals keep those records. Student educational records are maintained by classroom teachers and/or GT teachers, counselors, and principals. In District #51, ALPs are online. All 3 districts follow their district policies for maintenance, retention, and destruction of student records. *District #51's ALP is attached.* The other two districts are in the process of developing theirs.

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?

Mesa County District #51 – Parental consent is obtained for special GT testing. Parents may contact their child's school and meet with GT teachers, classrooms teachers, and/or principals to discuss disputes. Since parents have yearly conferences around their child's ALP, the opportunity is there for all parents to discuss disputes. In addition, yearly parent meetings provide information on identification and programming and open the door to parents who might otherwise not know about the process. Teams at each school make identification and programming decisions, with the GT Coordinator and Executive Director of Student Support Services as back-ups and as overall programming decision-makers. Each school notifies parents by letter, phone call, and/or face-to-face meeting. The GT coordinator communicates with parents through all of those methods and through email.

DeBeque: Definition of giftedness and list of parental rights is distributed to all parents whose children are being considered for gifted evaluation. Consent letters are obtained for testing. Conferencing is used to handle parent questions and issues.

Plateau Valley: Definition of giftedness and list of parental rights is distributed to all parents whose children are being considered for gifted evaluation. Consent letters are obtained for testing. Conferencing is used to handle parent questions and issues.

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.

Attachments: **Mesa County District #51:** Middle School Programming Guidelines (approved draft, revisions ongoing); Identification Guidelines; ALP; and an ALP Planning Form for 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

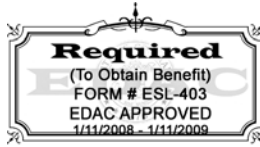
CDE Contact Persons:

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)
 Gifted Education Program Plan
 2008 – 2011**

BOCES Consolidated Signature Page

Administrative Unit's Name: Mesa County		Region: West Central
BOCES Executive Director Signature: Date: _____		
Number of Districts within Administrative Unit: 3		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:
Mesa County Valley School District #51	Dr. Tim Mills	
DeBeque School District 49 Jt	Doug Pfau	sent separately
Plateau Valley School District 50	Greg Randall	sent separately

Copy, complete signatures and mail to:

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