

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

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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: While maintaining the current percentage of gifted students who are either Proficient or Advanced for CSAP Reading at no less than 97%, the percent of gifted students in the district who score Advanced on CSAP Reading will increase from 35% to at least 41% by 2011.

Evidence 1A: The total percent of gifted students scoring either Advanced or Proficient in CSAP Reading, and the percent of gifted students scoring Advanced on CSAP Reading .

Indicator 1B: While maintaining the current percentage of gifted students who are either Proficient or Advanced for CSAP Writing at no less than 94%, the percent of gifted students in the district who score Advanced on CSAP Writing will increase from 31% to at least 37% by 2011.

Evidence 1B: The total percent of gifted students scoring either Advanced or Proficient in CSAP Writing, and the percent of gifted students scoring Advanced on CSAP Writing.

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.

Communication with all of the stakeholders in gifted education has been an on-going goal for the QUEST program in Montrose schools. The QUEST Facilitators are the primary source of information regarding the program for their schools, the school staff, parents, and community members. The Facilitators provide information about the program in a variety of ways: individual consultation, parent-teacher conferences, monthly newsletters individualized to their particular schools sent out to staff members and parents, parent accountability meetings with school staff and parents, e-mail with stakeholders, use of Infinite Campus/Parent Portal, and participation in Professional Learning Communities within their schools. The QUEST program has written handouts that describe the program and the assessment and eligibility determination process. Mailings are sent out to describe the various enrichment activities available for QUEST students and other recommended students. Each school Parent Accountability Committee also sends representatives to the District QUEST Advisory Council which meets quarterly with the Facilitators and the Director of Exceptional Student Services, who supervises gifted education. A parent survey is distributed annually in the spring and results are distributed in the fall. Results are discussed at the advisory council and building QUEST accountability committees and are used to adjust programming. Parents are encouraged to volunteer and be involved in learning activities and enrichment activities. Every effort is made to accommodate any parent who needs translation of forms or meetings. QUEST Facilitators participate in their schools' Professional Learning Community meetings in which they provide information on gifted education, our district's procedures, characteristics and needs of gifted learners, among other topics. The district also has monthly PLC meetings in which the Facilitators and Director participate. It is planned to begin joint meetings with the English as a Second Language Staff to improve identification of gifted ELL or culturally diverse students. The district has a Hispanic PLC including parents at which the QUEST facilitators will present information on giftedness and the QUEST program. The district website, district e-mails to staff, e-mails to parents, and the QUEST website are also used to disseminate information about the program. The primary method for parent involvement is in providing information during the assessment phase and participating in the development of the Advanced Learning Plan. During assessment for eligibility, parents provide information about their child through interviews with the facilitator and by completing the Parent Referral form. Parents are also involved throughout the year, and annual meetings are also held with parents to review progress and revise the ALP.

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).

Students are identified following CDE recommendations and the ECEA Rules. Parents, teachers, or other interested adult may refer a student to the QUEST program for consideration of eligibility. It is also possible that a student may self-refer. When a referral is received, available information is reviewed by the Facilitator to see if further screening is warranted. If additional assessment is appropriate, the Parent Referral form will be given to the parent. This allows for parents to be informed of the process but also to provide information on the child's strengths and learning characteristics. Translation of this form and explanation of the process will be provided in the parents' native language. All students are screened with the CogAT in the 3rd grade. Those students who were not screened in 3rd grade are given the Cognitive Abilities Test (CogAT), with parent permission. NWEA MAPS results along with work samples are used to measure academic ability. A teacher rating scale is also used to help identify student characteristics and strength areas. Some students may be determined eligible for QUEST using a portfolio to provide a body of evidence when standardized evaluations are not valid or more information is needed. English Language Learners or other students for whom the CogAT may not be valid may be given the Universal Nonverbal Intelligence Test as one measure of intellectual functioning. Input from the ESL teacher (e.g. rate of language acquisition or performance measures of creative or artistic potential) and recommendations from the ELLEN process will also be utilized in determining eligibility for ELL students. Cultural factors and gender factors are also considered when determining eligibility.

Specifically, there are four ways to qualify for QUEST Gifted and Talented program. 1.) Automatic qualification applies to transfer students who enter the district previously identified as qualified for placement in a formal gifted and talented program. A student who transfers to the district who has scored at or above the 95th percentile in two corresponding areas also automatically qualifies. 2.) Tested qualification refers to the assessment process described above in which a student is referred and evaluated and scores at or above the 95th percentile on two corresponding areas. 3.) A student who does not qualify based on the Automatic or Tested entry process may be considered for eligibility based on a body of evidence by a building level team. A portfolio will be

developed for the building team to evaluate. 4.) Students may also be referred to a district level team if they are not determined eligible by any of the three previous methods. The district team will also consider eligibility from a body of evidence based on any available assessment data and a portfolio of student work and other information.

Information about the referral, assessment process, and eligibility determination are made available to school staff through PLC meetings and individual teacher consultation. Parents are provided information at back to school nights, parent-teacher conferences, QUEST accountability meetings, and individual meetings with parents. Written descriptions of the QUEST program and the referral and identification process are provided to staff and parents at these venues. These handouts are also available on the QUEST website. Translation is available as needed.

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

Programming and services are determined individually by the ALP, but the general structure is like-ability grouping within GT classroom. QUEST facilitators also collaborate with classroom teachers to help them address student interests and needs within the classroom. Secondary students are served by Honors, Advanced Placement, Concurrent Enrollment, and Fast Track classes. Clusters for special interests are also offered throughout the year. Grade acceleration, including early entry, is also an option provided following district procedure.

Differentiated Instruction

QUEST Facilitators receive professional development on differentiation. Many of the district's regular classroom teachers have also received training in differentiated instruction. Facilitators collaborate with classroom teachers to help insure students' needs are being met through modified instruction. QUEST programming is differentiated based on the individual student's needs, interests, and learning characteristics. Within the QUEST program CDE recommendations for strategies to modify content, process, product, and learning environment are followed. The ALP drives individual modifications, but general programming includes compacted curriculum, flexible pacing, content extensions, cluster grouping, and acceleration by grade placement or course selection. With the move to a Response to Intervention model for service delivery district-wide, the QUEST program will incorporate tier instructional practices and progress monitoring to measure progress relative to a standards-based curriculum.

Affective Guidance and Counseling

The QUEST program includes services and curricular aspects to address the unique social/emotional needs of gifted learners. Facilitators have had training in affective needs of gifted students. They provide consultation with classroom teachers and parents about the general needs of the population as well as specific students' individual needs. The program itself provides students the opportunity to develop relationships with other gifted students. Part of the QUEST curriculum includes education on the unique characteristics and needs of gifted students. Parents are involved in the identification of their child's affective needs. When available, training opportunities are provided for parents regarding characteristics of giftedness and the

social/emotional needs of gifted students. The ALP for each student is developed with parental, classroom teacher, and student involvement to address the individual student's affective needs. School counselors collaborate with the QUEST facilitators to help meet the needs of the individual gifted students. For twice exceptional students, services are available from special education service providers as defined in the IEP.

Content Extensions

In combination with changes in practice at a district level in moving to a Response to Intervention model for service delivery, QUEST programming also follows a tiered model of delivery. QUEST facilitators collaborate with regular classroom teachers to help with provision of universal level programming. Listed in the categories below are some of the programming options QUEST provides. Individual programming is directed by the ALP.

Language Arts: **Specialized curriculum, Jr. Great Books, differentiated reading/writing curricula, independent study, clubs, enrichment clusters, honors classes, AP classes, concurrent enrollment and Fast Track course options, acceleration of curriculum or grade placement.**

Math: **Acceleration, early entrance for math classes, AP classes, honors classes, collaboration with college programs, problem-based learning, enrichment opportunities.**

Science: **Acceleration, honors and AP classes, real-world problem-based learning, enrichment opportunities, individual research projects.**

Creativity: **Self-directed learning projects, creativity and creative thinking skills training, creative application of other content, enrichment opportunities, social/emotional and affective needs awareness activities.**

Leadership: **Self-directed research, social/emotional and affective needs activities, career guidance, mentorship.**

Performing Arts/Music/Visual Arts: **Alternate means to demonstrate learning, music and drama programs in the school, private lessons, recitals and performances, mentorship.**

General Cognition: **Tiered programming with ascending intellectual demand, strength-based content acceleration, individual research in giftedness, self-directed learning, opportunities for enrichment.**

Programming: Acceleration Plan

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

The district has a written procedure for consideration for acceleration, including early entry into Kindergarten. Students who show high potential ability may be referred for possible acceleration by a parent, administrator, counselor, teacher, or the student him/herself. The referral is made to the QUEST facilitator who then convenes a team to consider the available information. The team may decide more information is needed and request permission from parents for additional assessments. Any individual assessments will be conducted by the QUEST facilitator and school psychologist. Parents and teachers complete rating scales to help determine characteristics and strengths. The team will also use the Iowa Acceleration Scale as another means to aid in their decision. Parents and the student must be involved in and supportive of the decision to accelerate. Acceleration should be a component of the student's ALP and reviewed as the ALP is reviewed.

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?

All available data including the CogAT, MAPS, CSAP, other district assessments, classroom teacher reports, parent reports, and any information from a body of evidence indicating strength areas and interests is used in determining. Consideration of cultural and second language acquisition factors are given with ELL and other underrepresented students. Input from the ESL teacher is important in determining learner characteristics. Gender specific traits are also included in programming decisions. The ALP directs individual programming to meet the student's strengths and needs.

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?

Honors classes, Advanced Placement classes, Fast Track and Concurrent Enrollment programs, grade acceleration, content area acceleration for classes (e.g. Algebra in Middle School), on-line courses, independent study, collaboration with colleges.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Montrose schools and the QUEST program follow recommendation guidelines from CDE and the ECEA Rules in the development, use, and review of ALPs. The ALP is the link between the students identified strengths/needs and their programming. It is the primary tool to monitor progress and make on-going decisions about services. Evaluations and the body of evidence gathered for the eligibility determination is used in the development of the ALP. A team consisting of at least the parent, classroom teacher, QUEST teacher, and student (when appropriate), will develop and review the ALP. The ALP is reviewed and revised at least annually. Data gathered from on-going progress monitoring will be reviewed at least annually with the ALP meeting. The ALP is also the primary tool to assist in the transition from year to year. This is particularly important when transitioning from one school setting to another (e.g. from Elementary to Middle School or Middle School to High School). Members of the current school setting and the receiving school are involved in transition ALP meetings to determine services and programming in the new setting.

Programming: Articulation

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

The ALP is the primary means for communication between the grade level teams. The QUEST facilitators hold annual ALP meetings to review progress relative to the ALP goals and to plan programming and services for the coming year. On transition years from one school to another (e.g. 5th to 6th grade or 8th to 9th grade) the ALP meeting will include members from both schools to assist in this planning.

Programming: Gifted Students New to the District

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

As described in the districts written eligibility determination procedure, students who transfer in with an ALP or who have been identified as eligible are considered eligible students. The QUEST facilitator reviews the available data to determine if additional assessment data or other information is needed. If the student's scores do not meet Colorado eligibility standards, then the student will be re-evaluated to determine eligibility following the district's procedure. A body of evidence may also be used for determination of eligibility for students new to the district.

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?

Individual student progress is monitored in relation to their ALP SMART goals. The ALP is reviewed annually by the ALP team which includes the parent. On-going progress monitoring from a variety of sources is used to help determine progress. District and state assessments are also used to determine program effectiveness. Common assessments developed through the PLC process, NWEA MAPS testing, other district achievement assessments, and CSAP testing are used to measure summative performance. Gifted student performance is disaggregated and reported for the schools and district. This plan includes Achievement Indicators SMART goals relative to student achievement as measured by CSAP. The QUEST program also surveys parents annually as a means of feedback, but also to measure perceived effectiveness by 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).

The ALP is the primary means for ensuring social/emotional and behavioral goals are being met. Teacher, parent, QUEST facilitator, student, and others who know the student provide information of the student's progress. Programming described above in the Content Extensions section of this document also address affective needs of gifted students in our district. The annual parent survey allows for evaluation of the effectiveness of programming at a general level.

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 QUEST program will be evaluated relative to progress on the Achievement Indicator goals described in this document. On an individual basis, the ALP will monitor progress and provide evaluative information to the facilitators. Schools each have a QUEST Parent Accountability Committee (QPAC) which meets regularly to discuss the program and to evaluate effectiveness. Each QPAC sends representatives to the district level QUEST Parent Advisory Committee which serves an evaluative function for the district. Parents are surveyed annually to measure the effectiveness of the program. Parents are encouraged to participate in QPAC and the district Quest Advisory Committee by personal invitation, newsletters, e-mails, web postings, and flyers. Quest facilitators will also participate in meetings with the Hispanic Parent Advisory Committee. Translation in these activities and for written documents are provided in parents' native language.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

The QUEST facilitators have education and training in Gifted Education. The district employs three full time teachers as QUEST facilitators. The district also employs a Director of Exceptional Student Services who serves as the Director of the QUEST program. The QUEST program also employs a .8 FTE secretary to help coordinate activities and provide general administrative

assistance support.

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 QUEST program requires that the facilitators are qualified to teach gifted learners. Program management is under the direction of the Director of Exceptional Student Services. Professional development is on-going for QUEST facilitators. Continuing professional development is an expectation of the program, and as learning opportunities arise, facilitators are encouraged to attend. Facilitators participate in building level PLC activities and the district also provides monthly PLC time for the QUEST facilitators as a group. Among other topics, recent years' focus of professional development has been around ALP development and use.

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?

Higher education can continue to provide assistance through their involvement with concurrent enrollment, Fast Track, and AP class programs. Allowing professors to serve as mentors and research consultants to individual students would also be beneficial. For teachers and QUEST facilitators the colleges would help us by continuing to offer outreach courses for those already in the field. Classes at satellite facilities, video conferences, webinars, and on-line learning modules would all help build capacities for K-12 educators. A licensure program or program to develop highly qualified status in GT education would also be very helpful.

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.

Stakeholder feedback on program effectiveness and requests for programmatic change are incorporated into our current budget. Recommendations received through the annual parent survey and the building and district accountability/advisory committees are also included in this plan. The elements addressed in this plan primarily drive the budget planning. The State's

allocation of funds will be used to partially fund QUEST facilitator teaching positions. The district's matching funds will be used to pay the remaining personnel costs and for the other aspects of the plan.

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.

The district's Administrative Business Office oversees all financial records. The Exceptional Student Services administrative assistant manages the budget, tracks expenditures, and maintains an inventory of equipment purchased. Student education records are maintained per district policy and state and federal regulation. The ALP is maintained by the QUEST facilitator. Records are also available via a web-based electronic system. See attached file titled Montrose_ALP_08-11 for a copy of our ALP form.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

The dispute resolution process is described in written form in the Referral and Identification Process. Parents, classroom teachers, and QUEST facilitators may bring an eligibility decision forward for review by the building level committee. A portfolio of work and a general body of evidence may be used by this team to determine eligibility. Disputes may then be brought forward to a district level committee to determine eligibility. As part of the process, either the building level or district level committee may request more information to help determine eligibility. Parents are informed of this process at the time of permission for assessment is granted. Translators and written translation of forms are available. Parents are encouraged to be involved in this dispute resolution process by providing information to the committees. Final decision on eligibility rests

with the district level committee. Parents are informed by the QUEST facilitator. It is important to note that every effort is made to accommodate the needs of students who are not determined eligible for the QUEST program through a tiered model of service differentiation. Enrichment activities and group activities are made available when possible. Eligibility may also be reconsidered at a later date.

Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

ALP form. Montrose_ALP_08-11

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:

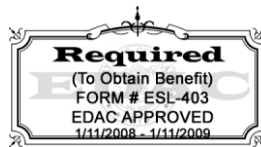
Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

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:		Region:
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the	Signature of the district's superintendent reviewing the

