

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

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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:

X 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: By spring of 2011, Greeley-Evans 6 will increase the percentage of Latino students identified as gifted from 23% to 34%. This would represent 2/3's of the 52% of Hispanic students attending school in Greeley during 2007-08.

Indicator 18B: By spring of 2011, we will increase the percentage of our 13 G/T Facilitators who are working on or possess their Master's degree and/or G/T Endorsement in Gifted Education from 38% to 100%

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 performing at the advanced level on CSAP reading will increase from 31% to exceed the state advanced level for gifted learners.

Evidence 1A: Percent of students gifted in language arts performing at the advanced level on CSAP reading tests

Indicator 1B: Students identified as gifted in Mathematics performing at the advanced level on CSAP math will increase from 54% to exceed the state advanced level for gifted learners.

Evidence 1B: Percent of students gifted in mathematics performing at the advanced level on CSAP math tests

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 to Stakeholders re: Programming options:

- Greeley-Evans District 6 will communicate programming options to parents and educators via written publications in both English and Spanish, the Greeley website, initial ALP meetings with parents, GT Advisory Council meetings, and the Greeley radio station.
- We have purchased various NAGC parent brochures on topics relevant to gifted students that are available at the Parent Information Center within the Administration Building. These will also be made available to GT teachers at each building to have available for parents. We are just beginning to build a resource library for parents, which will be expanded and accessed over the next year.
- A district tri-fold is being developed in both English and Spanish containing information regarding G/T identification and programming options available within the district. This will be updated as our programming changes and distributed to each school. The tri-folds will also be distributed to public libraries, pediatricians within the city of Greeley, preschools, and at the Parent Information Center within the Administration Building. As we progress in our Community Outreach, we would also like to make available GT student products at libraries, banks, museums, and child care facilities.
- In addition, an individual parent folder containing district G/T information as well as G/T parenting articles and resources is currently being developed to be given to parents of newly identified G/T students. This would be made available to school sites during conferences and during 6th grade transition into middle school. A similar folder was made this year for new GT teachers containing information on gifted behaviors/characteristics, instructional strategies, and social/emotional needs of the gifted.
- Currently, the G/T Handbook for teachers is included in the Professional Toolkit for Educators and distributed at the beginning of each school year. During the new teacher/administrator orientation, information is reviewed for understanding of processes and procedures.
- Finalization of a Desk Reference G/T Handbook is being done at present and will be available in the office at each school for the beginning of next year.

Accessing Identification Assessment and Programming Options:

- Since we have a .5 GT teacher at each school, accessing identification and programming options can be made available through communications made by the GT teacher. Information is shared through school newsletters, parent/teacher conferences and school websites. Our goal over the next three years is to make this communication more prevalent and consistent throughout the district. This year a parent nomination letter in both English and Spanish was sent to each GT teacher for display in the office area and/or for communication in the school newsletter. A parent who wishes to nominate his/her child can complete and return this letter to the GT teacher with specific information about his/her child. Later, when the child begins the process of identification, a parent will be asked to complete a GT Parent Identification Behavior Checklist. Once a child qualifies for GT services, an ALP will be created. Parents will have the opportunity to share student strengths and challenges in order to accommodate student growth.

Parental Engagement Opportunities:

This year we implemented a SENG Parent Support group which met on Saturday mornings over the course of 2 ½ months. With a total of 8 trained teacher facilitators in our district, we want to arrange

at least 3 SENG Parent Support Groups over the course of next year: fall, winter and spring. We would also like to train a number of parents to co-facilitate these groups with teachers, with training provide by CASL. From this focused group of parents, we will encourage the formation of a district GT parent group.

Another opportunity for parental engagement is with the district GT Advisory Council and more recently, our district GT Programming Committee. These two groups have two separate purposes. The GT Advisory Council is ongoing and provides valuable input to the Superintendent and Board of Education through the Division of Advanced Academics. The GT Programming Committee was short-term and provided recommendations to the School Board on GT Programming options after studying current practices and researching best practices in gifted education. Another committee may be formed in the near future to research GT magnet programs, of which parents and community members will be invited to participate.

At some school sites, parents coach teams of students for Odyssey of the Mind, the Young Chautauqua Program and the Future Cities Program. Since the role of the GT facilitator is more academic, parents are encouraged to assist with these after school enrichment programs. In addition, they are encouraged to volunteer within the schools.

Communication to Parents of Underrepresented Groups:

Although all communication is in both English and Spanish, we need to do a better job communicating to our parents about gifted education. Recently, an ELL parent facilitator who served on our Programming Committee suggested we familiarize parents about gifted education through the ELL parent groups. I think this is a step in the right direction. I look forward to collaborating with our ELL facilitator to inform parents about gifted characteristics/behaviors and programming options. In addition, strategically locating our Parent SENG groups at schools with low SES and high ELL in conjunction with a Spanish interpreter, should help raise the awareness of parents as well.

2008-2011 Goals:

- Complete the GT Parent Handbook to be distributed to parents of gifted students.
- Finalize a Desk Reference GT Handbook which will be available at the office of each school.
- Complete a district tri-fold in both English and Spanish containing information on gifted identification process and programming options available within the district. Distribute these tri-folds throughout the community: preschools, public libraries, pediatricians, recreation center, etc.
- Create an individual parent folder containing district GT information as well as GT parenting articles and resources. This would be given to parents of newly identified GT students.
- Develop a systematic communication process regarding GT identification and programming options at each school site by the GT Facilitator.
- Expand the GT Parent Resource Library at the Administration Building, communicating to parents the availability and accessibility of these resources.
- Provide NAGC parent brochures, articles and books on topics relevant to parents of gifted students to GT teachers at each building to have available for parents during conferences and parent information meetings.
- Make available exemplary GT student products and/or services at libraries, banks, museums, and child care facilities.
- Create a folder of relevant GT parenting articles for parents of incoming 6th graders to be distributed during 6th grade Parent Orientation Nights.
- Expand SENG training to include parents who would co-facilitate with trained teachers.
- Offer at least three SENG trainings per year (fall, winter, spring) at various locations within the city.
- Initiate the formation of a positive, focused GT Parent Group.
- Work with our ELL Parent Facilitator to educate parents on gifted characteristics and available programming options.

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).

Identification Assessment Process:

Greeley-Evans District 6 has worked towards establishing procedures for identification of gifted/talented students that align with state guidelines. Identification is an ongoing process that takes into account both formal and informal data and requires the collection of a body of evidence over time that substantiates a student's talent in specific areas. Ultimately, the process guides programming for each identified student.

Attached to this document is our G/T Identification Handbook and G/T Profile sheet which explains our identification process in detail. The Handbook includes a flowchart, criteria, screening process, sample letters to teachers and parents in both English and Spanish, review process, student exiting and appeals procedures. The G/T Profile sheet is a folder made of cardstock which includes identification criteria as well as various student assessments. This is an organizational piece for student data to be collected from at least three different sources over time, in addition to assisting teachers with the knowledge of the various student assessments and the criteria needed for formal identification. In a way, it serves as a teacher checklist, ensuring multiple criteria and assessments are used to formally identify a student. If a student is positively identified, the profile sheet with the student body of evidence is then kept in a red folder which is placed in the student cumulative file. This is then used to assist with the writing of the ALP. If a student is in a "talent pool" the student profile sheet is kept in a blue folder inside the cumulative file for future re-examination. As student assessments (DIBELS, MAP, CSAP, CELA and student products) are collected, "talent pool" students are revisited by the G/T teacher to see if there is enough data for formal identification.

Every G/T teacher at each school has been given the G/T Identification Handbook along with a Resource Kit of assessment materials and a variety of behavior characteristic checklists. At the beginning of the year, a meeting is held for G/T teachers by the G/T coordinator to review the Identification process, the various assessments, and the corresponding ALP. Staff development in the identification process is ongoing and done with individual teachers as the need arises. An abbreviated version of the identification

process is included in the Teacher/Administrator Toolkits which are distributed at the beginning of the year. Once our Parent Handbook is complete, parents will have this information as well. This past year, the G/T Identification process and subsequent ALP was communicated to our School Board, our G/T Advisory Council, the SENG Parent Group and our G/T Programming Committee. However, we need to do a better job in communicating this information to all stakeholders.

Identification Criteria:

In order to be formally identified, student data must be collected in three out of the four categories:

1. Student Aptitude
Tests include but are not limited to CogAT, NNAT, WISC, K-BIT, DAS, Stanford-Binet.
2. Student Achievement
NWEA, CSAP, CELA 2+levels of growth in a year.
3. Behavior Characteristics
SIGS, GES-2, Slocumb Payne, Kingore Observation Scales, Renzulli Learning Characteristics, Torrance Test for Creativity
4. Products/Performances – 2 years above age level.
Juried performances, contests/competitions, Odyssey of the Mind, Portfolio, Science Fair, Music and Art Competitions;

As indicated on the Student Profile Sheet, categories are S(Strong), M(Moderate), or B(Borderline), based on the following percentiles:

Strong Indicator: 98-99%

Moderate Indicator: 95-97%

Borderline Indicator: 91-94%

In order to be identified, students must have either:

1. two strong indicators each from different categories
2. one strong indicator and two moderate indicators each from different categories
3. three moderate indicators each from different categories
4. Monitor & Program: Not enough indicators at this time continue to monitor, put this form in a blue folder in the student's cum folder.

Students are identified in the following areas:

1. Language Arts: Reading and/or Writing
2. Math
3. Both Language Arts and Math
4. Creativity
5. Leadership
6. Music/Visual/Performing Arts

The following information is also noted on the student profile sheet if applicable:

- English Language Learner (ELL)
- Underachiever (student is not achieving commensurate with his/her ability)
- Twice-Exceptional – Student is identified as gifted and has an IEP or 504 Plan.

Referral and Screening Process:

Parents and teachers may nominate children at any time, requesting their child be screened by the GT teacher at his/her school. During the second semester, a screening is done of all second grade students using the CogAT. Results are shared with parents, teachers and administrators. The formal identification process is then used for students scoring above 94% in any one sub category of the CogAT.

Identification of Underserved Populations:

At present, we have a district wide screening of all second grade students using the Cognitive Abilities

Test. This method allows equal access to all students. When necessary, directions to this test are given in Spanish by the ELL teacher in areas indicated appropriate by the CogAT publishers. Some of our students receiving a borderline score (91-94%) on the Nonverbal section of the test, may also be given the NNAT. The GT teacher confers with the ELL teacher regarding CELA test scores for students, noting exceptional growth in English. This could be an indicator of exceptional Student Achievement. Behavior Checklists in Spanish are also sent home and/or communicated by the ELL teacher to the parent. Exceptional Products/performances can also be used as an indicator of giftedness. Criteria for this category are explained in the G/T Identification Handbook. Numbers of our GT identified Hispanic students are not in proportion to the number of Hispanic students in our district. However, one observation I have made is that as our district improves in overall test scores, our numbers of identified ELL students have increased as well as evidenced by our most recent 2nd grade CogAT scores. Next year I would like to pilot USTARS with one of our Title schools, with plans to expand to other Title schools in subsequent years.

Review teams:

A review team of at least 2 people trained in the identification process, review student data for possible identification. In some cases, students who are not identified may be referred to the STAR team for possible intervention. Through the collection of data and collaboration with the GT teacher, a determination may be made that the child is gifted, and in need of GT interventions.

Periodic Re-Evaluation:

GT teachers periodically review student performance and progress to determine if the identification process was sound, and if the student has continued specific educational needs for gifted/talented programming. Repeated evaluation to determine if a student is gifted or not is deemed of little value. Rather the critical issue is determining if the student is reaping reasonable benefit from advanced programming. If students are not making reasonable progress, they may be put on an inactive status until further review. This review is undertaken at least at benchmark years (usually at grades 5 and 8 and possibly 10), but sometimes on an annual basis.

Parent Communication Procedures:

Parents of all second grade students and/or students who are being individually tested, receive a letter indicating their child will be screened for gifted and talented programming using the Cognitive Abilities Test. Results of the test are sent home to individual students; a copy is kept in the cumulative folder. If test results indicate further collection of data, a letter is sent home explaining this. When sufficient data is collected and criteria met, a letter is sent home formally identifying the child as gifted. At this time, an Advanced Learning Plan is created based on student strengths and needs. A conference is set up with parents and classroom teachers to review the learning plan. A section on Parent Involvement is completed at this time. When all parts are completed, four copies are made and distributed to the parents, classroom teacher, GT teacher and individual cumulative folder.

2008-2011 Goals:

- To increase the percentage of identified gifted Hispanic students from 23% to 34% and/or 2/3's of the current district Hispanic population
- To have culturally sensitive teachers serve as GT Facilitators in our Title schools and receive training in identification and best practices for culturally diverse students.
- To complete the G/T Parent Handbook in both English and Spanish with a Reference Copy available in the office of every school
- To complete a parent folder with G/T Identification Flowchart, Programming Options, and available resources in both English and Spanish.
- To have more consistent communication regarding G/T behaviors and characteristics in individual school newsletters; this would also include nontraditional characteristics/behaviors;
- To have the G/T Identification flowchart and screening process available on the Greeley-Evans website for parents and community members to access.

- To provide staff development to all ELL/GT teachers on G/T characteristics of low SES and second language learners.
- To staff develop teachers on accessing CELA data to examine 2+ years of growth in one year for individual students as an indicator of giftedness
- To work with Infinite Campus (IC) in flagging GT students, to make sure the students are correctly identified in the system, as well as recording CogAT and NNAT results in the student database of all tested students.
- To be trained in the electronic version of the ALP in ENCORE.
- To look at the possibility of an additional screening on entry into 6th grade.
- To explore, pilot and implement USTARS at our Title elementary schools.
- To have a formalized process in place for identification of preK-1 students.
- To continuously monitor our identification process for improvement.

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.)

Based on a 2006-07 district GT Audit, the resulting Action Plan called for the creation of a Programming Committee to look at current practices, research best practices, and make recommendations to the Greeley-Evans School District 6 Board of Education for future programming improvements. The attached recommendations of the Programming Committee were presented to the School Board on 4/28/08. Major recommendations include:

1. re-allocating GT FTE to schools with accurately identified GT students
2. changing the role of the GT teacher to a GT facilitator to better accommodate identified GT student needs
3. moving the hiring and management of GT facilitators to the district GT Coordinator
4. exploring a GT magnet school/program
5. implementing various grouping arrangements such as clustering, ability grouping, like-ability cooperative groups
6. analyzing advanced courses for rigor through vertical teaming efforts
7. limiting enrichment opportunities to a broader range of students, focusing more on academic rigor.

Structure

The goal of Programming for Gifted and Talented is to follow the RTI Model as outlined in the individual student ALP. As a district we are beginning to analyze the needs of students at each level of intensity and respond with a needed level of service. This requires us to look at differentiated instruction and curriculum at the classroom level, the school level, and at the district level. It also requires us to look at grouping strategies, acceleration and pacing guidelines, affective services, and appropriate GT interventions.

Elementary Level:

Currently, flexible grouping strategies are used at *all* elementary grade levels in literacy and some elementary math classes. Acceleration practices are beginning to be used at a couple of sites, using the

Iowa Acceleration Scale to guide placement decisions. Chappelow is our K-8 Literacy/Arts Magnet School for students who have a strength in the arts.

Middle Level:

At middle school, we offer the Middle Years Program, advanced and/or Honors classes in math and literacy, some dual enrollment at the high school for math.

High school Level:

AP classes are offered in Math, English, Science, History, Foreign Language, and the Arts. Those students who are ready, can also take college level classes at nearby University of Northern Colorado. At present we have two magnet school/programs within the district: a high school Arts Magnet and a high school Science/Math Magnet.

These areas are evolving within the district as we move forward with the Programming Committee recommendations.

2008-2011 Goals:

- To explore the possibility of a GT Magnet School/Program for highly gifted students.
- To move to the GT facilitator model which would better enable delivery of services for individual students based on ALPs; Facilitators could be instrumental in working with the individual school infrastructure for providing these services.
- Collaborate with RTI teams at the school and district level.

Differentiated Instruction

Elementary level:

All students are grouped for literacy instruction based on instructional need. At *all* elementary schools there are at least 5, sometimes 6 different instructional groups at each grade level. Students are pre-and post-assessed weekly. Based on these assessments, students are placed in an instructional focus group, curriculum is compacted and instructional materials are differentiated. Our advanced students receive instruction in William and Mary Curriculum, Jacob's Ladder and/or Junior Great Books. Literacy Coaches and G/T teachers work together to match student resources to student needs. A work group of GT teachers and Literacy Coaches is meeting this summer to re-examine our elementary literacy content extensions for rigor. Work is especially needed at the K-1 level. In math, some buildings are grouping for instruction. We are exploring the new William and Mary elementary math materials to see how they may align to our pacing guides. Following the literacy model of pre-assessments, curriculum compacting and differentiated curriculum and instruction, our goal is to collaborate with our district math coordinator to better differentiation math instruction, especially for our gifted/advanced students. In a few cases, students are accelerated to a higher level subject area based on need. We have much work to do in this area to make sure there is consistency within the district regarding acceleration practices.

Middle School:

Advanced students are beginning to receive literacy instruction in the William and Mary Curriculum with teachers receiving training during a district In-service day this winter, with an additional training being offered this summer. Students are also able to receive accelerated math, with opportunities to take high school Algebra and Geometry.

High School:

High school students are able to take honors classes, AP, IB, a variety of elective classes, enroll in college courses, as well as participate in Seminar classes. With three of our high schools having different focuses, there are opportunities from a district level for students to enroll in a high school that would best meet his/her needs and strengths. Central High School is a magnet Arts School; Greeley West has the International Baccalaureate program as well as an agriculture focus; Northridge has become the Math/Science magnet school for the district. Each of these schools provides courses that relate to its primary focus, thus meeting the needs of student strength areas.

2008-2011 Goals:

- To provide CDE online modules to all teachers, but especially GT teachers, in Differentiated Instruction, The Gifted Learner, Gifted Reader and Social/Emotional Needs of Gifted. By June, we will have five (5) trainers in these modules.
- To collaborate with Math Coordinator and district administrators to model differentiated math instruction after our literacy instruction using flexible grouping, curriculum compacting, differentiated curriculum and instruction, and acceleration practices.
- To work with Vertical Teams in literacy and math in analyzing honors/advanced classes for rigor, developing consistent entrance requirements, consistent curriculum, pre-post assessments and differentiating the instructional pacing guides.

Instructional Strategies:

Three of our Instructional Coaches and two of our high school teachers attended the Socratic Seminar Training sponsored through CASL. A demonstration video was made in both an elementary and middle school GT classroom to use with teachers for future use. Classes are being offered this summer in Socratic Seminars by these coaches.

This year ten teachers and two administrators attended the Critical Thinking Series sponsored by CASL. Teachers were asked to implement critical thinking skills within their classrooms. This needs to be extended to all teachers, at all levels. This could be incorporated into the William and Mary Curriculum at all levels.

At the secondary level, work will be started to analyze Honors and advanced classes for rigor. The work being done with Vertical Teaming this spring is beginning to address some of these issues by differentiating our District Pacing Guides.

2008-2011 Goals:

- Train teachers to incorporate the higher level thinking skills into the William and Mary Curriculum at the elementary and middle school level.
- Provide professional development to all teachers on Questioning and Critical Thinking Skills
- Begin analyzing advanced/honors level classes for depth and breadth
- Provide professional development on curriculum compacting.

Affective Guidance and Counseling

On the student ALP there is a section for Affective Guidance and Counseling. Depending on the student needs as identified in this section, affective guidance will need to be supported by the G/T teacher. As we move the role of the G/T teacher to that of a G/T facilitator, student needs will be determined and provided by the GT facilitator either directly or indirectly.

At present, affective services are occasionally delivered by the elementary and middle school GT teacher at each site during "Options" time which is the last half hour of the day. At the high school, GT teachers use seminars to address goal setting and career and college guidance. The Autonomous Learner Model is the most widely used model to address the affective needs of gifted students. We had 16 teachers attend the Director's meeting in April which addressed the affective needs of gifted students. More professional development needs to be done in this area.

2008-2011 Goals:

- To identify through MAP/CSAP data, PBS, suspension/expulsion data, the numbers of identified gifted students who are underachieving/dropping out.
- To provide professional development to the G/T teachers at a regular monthly meeting on affective issues of GT learners as well as specific strategies and interventions

- To have a district-wide training on underachievement of gifted learners
- To host parent/community nights on Social Emotional Needs of Gifted with George Betts as well as an evening for parents on underachieving gifted students.
- To provide at least three (3) regular SENG Parent sessions each academic school year: fall/winter/spring
- To collaborate with the National Research Center on support opportunities/grants for underachieving gifted students
- To become a member of AEGUS in order to become educated on the most updated research, interventions strategies, supports available.

Content Extensions

Language Arts: William and Mary Curriculum, AP classes, IB classes, Middle Years Program, Socratic Seminars, literature circles, Junior Great Books, advanced/honors classes, Battle of the Books; contests/competitions;

Math: advanced/honors classes, IB classes, AP classes, differentiated instruction, Math Counts, Math Olympiads

Science: advanced/honors classes, AP classes, IB classes, Future City Competition, science clubs;

Creativity: Odyssey of the Mind, differentiated instruction; Young Chautauqua; performances/competitions;

Leadership: *We the People* Competition, Student Council, community service, DECA; Young Chautauqua;

Performing Arts/Music/Visual Arts: AP Fine Arts classes, Honor Choir, Honor Band, performances; Young Chautauqua;

General Cognition: advanced/honors classes, differentiated instruction, AP classes, IB classes;

2008-2011 Goals:

- Training and implementation of curriculum compacting could allow students to accelerate in a strength area as well as provide the opportunity to “buy time” for extensions in an area of interest or a specific subject area.

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).

Methods of Acceleration:

Our district is very data driven, with teachers and administrators regularly analyzing student scores on Dibels, MAP, CSAP, CELA, CogAT. Occasionally, GT teachers and/or an administrator will notice a consistent 98-99% on these tests results by a student and recommend a subject and/or grade acceleration. Parents may also request a student be accelerated as evidenced by student data and performance. Information data is collected and additional testing may be done on a student to aid in the acceleration decision making process. The Iowa Acceleration Scales are used to guide the decision making. A meeting is then held with parents, counselor and/or psychologist, teachers, principal, GT Coordinator to discuss the findings and determine the best placement for an individual child.

2008-2011 Goals:

- Communication in GT Parent/Teacher Handbooks regarding acceleration process to all stakeholders
- Professional development to GT teachers so that information is better communicated to teachers

- and administrators at individual schools when data is being analyzed.
- Adopt a district G/T policy aligning the district to state GT policies.

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?

When a student is identified gifted, whether in second grade, middle school or high school, an Advanced Learning Plan is completed by the GT teacher, matching student identification data with programming options. The identification data includes information from CogAT, parent/teacher checklists, CSAP, MAP, CELA data, student interests and strengths. Since we just started ALP implementation this year, this has been done with newly identified students, incoming 6th graders and incoming 9th graders, with full implementation by December 2009. One concern for our G/T teachers has been that appropriate programming options may not be available at the school. This is one example of how ALPs will drive programming options and how GT programming will be student-driven rather than program-driven. The transition of the GT teacher role to that of a GT facilitator will ensure that GT students will receive appropriate programming options as he/she advocates for these needed options at his/her school. Another concern of secondary teachers, especially at the high school level, is that there is no time to develop and manage the numbers of ALPs, especially when teachers are teaching full time. Again the shift of the GT teacher role to that of a GT facilitator will enable better management of the student ALPs as well as assist with interventions, thus enabling students to be successful. During the transition, we will provide teachers with “sub days” to complete the ALPs on each identified student.

2008-2011 Goals:

- Change the role of G/T teacher to that of G/T facilitator
- Provide staff development to G/T teachers regarding services for Visual/Spatial Learners
- Communication with building administrators regarding ALPs and implications for instruction and programming

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

Our high school students have access to Honors, Pre-AP, AP, and IB classes. In some instances, a student may take a higher level class at Aims Community College or at University of Northern Colorado. Our Career and Technical Education Program is also providing opportunities for high school students to access Aims Community College classes to prepare for various careers.

2008-2011 Goals:

- Continue collaboration with UNC and Aims Community College
- Communication to GT teachers, parents and students regarding these options

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

ALP Plan Development and Review Process

1. The G/T teacher collects individual student data (G/T identification, NWEA, CSAP, class schedule, and most recent student grades)
 - Sections on how the child is identified and the information section are completed as well as the intervention section on Honors, AP, or IB, extracurricular (talent) classes the student is currently taking.
 - The programming section on page 2 is also completed at this time, as the facilitator should know the programming options at their particular school.
2. The G/T teacher meets with child individually to determine interests, challenges, strengths of the child and to explain the individualized learning plan. Interest inventory/meeting with child/gathering information from parents may also be done at this time.
 2. Based on student information, student data, and area of giftedness, the following sections are completed specific to each individual child:
 - Response to Intervention (add pertinent information pertinent to individual child)
 - Differentiated Instructional Goals and Strength Based Accommodations
 - Specific area of gifted page
 - Affective Guidance and Counseling
 - Student and facilitator signatures
 4. G/T teacher meets with child's teachers regarding student goals and differentiated instruction needed. Teacher signs ALP if teacher is required to provide for the goals/differentiation.
 5. One copy of the ALP is made. The original is sent home to parents for completion of Parent Involvement Section, and for parent signatures. A cover letter is included explaining ALP. Also a call home is made to alert parents that the plan is coming home and that they may contact the G/T teacher with questions, and to insure that they send the plan back to school.
 6. G/T teacher gets additional teacher signatures of teachers who work with the student so all know the plan. (team meetings or individually or a copy of the plan is routed to teachers involved)
 7. Four copies of the final plan are made with signatures:
 - for cumulative folder
 - for teacher(s)
 - for parent
 - for G/T teacher records to reference during the year
 8. A copy with signatures is sent home to parent and the original ALP is filed in red GT folder in cum. One copy is kept for G/T teacher's records and one copy is given to classroom teacher at elementary level, or to teacher(s) responsible for goals at the middle and high school level.

The initial ALP should be completed in the fall before the first conference, and then revisited in the spring to see if goals have been met and to make appropriate accommodations for the next school year. Some students will need the ALP reviewed more frequently throughout the school year if student needs more support with programming. A new ALP should be created every year, based on the success/failure of the programming of the previous year.

Programming: Articulation

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

At the end of the year, the G/T Coordinator meets with all G/T teachers at an Articulation meeting. Teachers complete a form for each receiving G/T teacher listing the names of the students who are currently identified. Conversations are held between teachers regarding concerns, special needs of students as well as names of "talent pool" students who need to be monitored. This is done in the spring of the year so accommodations can be made for honors and/or advanced classes and/or special interventions.

As our ALPs are made available electronically through ENCORE, articulation can also be done through this means. This is being planned for August 2008. As we progress with our ALP implementation, review of the ALPs will be done each spring, with appropriate changes made to meet individual student's needs. This would then be available to each receiving teacher.

With our transition to Infinite Campus, it is important to have our G/T students correctly identified in the system which would include the State Code for giftedness. There have been some problems with rolling over the GT student database, which we are presently working to correct. This year I have been working with our Technology Department to form student groups of G/T identified students with identified areas of giftedness in Alpine Achievement. This would better enable us to progress monitor student instructional needs.

Programming: Gifted Students New to the District

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

When a new student moves into the district, the parent registers the student, information is entered into our computer base, indicating if the student is gifted or has received gifted services. The G/T teacher will follow up with this student, checking to see if there is evidence of testing data as well as a body of evidence. If there is substantial evidence that the child was identified gifted in another district, the G/T teacher will examine the identification criteria, area of giftedness as well as strengths of the child. He/she will then complete a G/T tagging roster with the student's name, area of giftedness, which is then sent to the Administration building to be entered into the G/T database. An ALP will be created on this student with matching programming options. If there is not substantial evidence or testing information, the G/T teacher may begin the formal identification process on the student using our district criteria.

2008-2011 Goals:

- Make sure students identified gifted are flagged in Infinite Campus with the correct state code.
- Review new student registration forms at *all* sites to ensure inclusion of gifted provisions.

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?

Our district uses the CSAP, MAP and Dibels assessments for all students, including our gifted students to monitor student achievement and growth. At our monthly GT meetings, we have looked at RIT scores of individual GT students in reading, writing and mathematics as measured on MAP. Teachers have been taught to look at "next goals" as well as implications for instruction as outlined in NWEA. This information is then shared with classroom teachers so that instruction can be appropriately differentiated with support from the GT teacher.

At present, we are looking to access and monitor AYP with our GT students in their identified strength area as measured by MAP. This is a systems issue that we are trying to better access, so that we can do a better job of monitoring GT student progress. As part of the accreditation process, schools are required to report on the growth of their advanced and GT students.

Monitoring of the ALP student goals is the responsibility of the G/T teacher at each school site. At the beginning of the school year, the GT teacher will access each student's ALP and determine if this is an appropriate plan for the student based on student data, student performance, and student needs. Adjustments will be made at this time. In May, the ALP will be reviewed again for evaluation of goals, with adjustments made as needed for the following year.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).

Currently, the only accountability for social/emotional development occurs in the ALP. When the ALP is reviewed annually, student goals and interventions are made based on the needs of the student. As we expand implementation of ALPs to all students at all grade levels, various student needs will become apparent along with the need to match programming options. There is a need for collaboration among GT teachers in this area considering the confines of school schedules and the academic focus. This will be one of the focus areas at our monthly GT meetings. Since most schools do not have Counselors, the GT teacher will also be responsible for the affective development of GT students. Hopefully, transitioning from GT teacher to GT facilitator will allow appropriate monitoring of the social/emotional development of students.

2008-2011 Goals:

- Explore a reliable tool for assessing affective development (Bloom, Maslow)
- Integrated affective development into cognitive objectives and curriculum (literature)
- Pilot a student SENG group in collaboration with the parent SENG group
- Provide elementary teachers with *Giftedness: Living with It and Liking it* to use with elementary G/T students
- Begin a district resource library for teachers, parents, students on social/emotional needs of gifted 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.

As of 2006-07, a GT Audit was completed, findings reported to the School Board and to parents, and an Action Plan developed. An update on the Gifted Education Action Plan was given to the Board in October, 2007. Progress continues to be made based on the Action Plan resulting from the audit. Most recently, the G/T Programming Committee made recommendations to the Board after analyzing current practices and researching best practices in gifted education. The Board was supportive in putting these recommendations in place.

An additional accountability piece is the G/T Advisory Council which meets quarterly. The focus of this group is to provide input into the G/T program administration. Members are parents, teachers, administrators and community members.

Finally, the Gifted Education Coordinator is working closely with District Administration and District Coordinators along with each school G/T teacher to assure that our gifted/talented students have opportunities to show academic growth. Each school receives student data on each G/T student. Through MAP testing at fall/winter/spring intervals, teachers can monitor student growth and make any needed adjustments in instruction. Through Positive Behavior Support (PBS), we will also be able to monitor

affective growth with our students.

Parents are encouraged to be involved and informed. Teachers are encouraged to continually work on communication with staff and parents.

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.

In addition to a full time coordinator for gifted education, each school has a .5 gifted education staff member. All staff are expected to work together to meet the needs of gifted students. G/T is not an isolated program and staff members work to assure that students receive an appropriate level of challenge throughout the day. Of the 25 schools in our district, 7 G/T teachers have G/T Master's degrees, 3 teachers are currently working on their G/T Endorsement. As we move the hiring of G/T teachers to central office and transition from a .5 position to a full time position, the G/T Coordinator will hire those teachers who either have their G/T Endorsement or are willing to pursue it. Having a full time G/T teacher should also help with our retention of G/T teachers in the district.

A continuous and concerted effort is made to provide training in gifted education to staff, community members and parents. District Six and UNC have a partnership to work together and assist teachers in acquiring their G/T Endorsement and/or G/T Master's degree. Money has been budgeted from the G/T grant for this purpose.

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 x 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?

Recruitment/Retention of Qualified Personnel

We have budgeted \$5,000 to support G/T teachers in acquiring their G/T Endorsement and/or GT Master's degree. This will be supported with matching funds from UNC.

With the recent Programming Committee recommendations, the hiring and management of G/T teachers will be done by the G/T Coordinator in 2009-2010. This would allow the district to do a better job of recruiting full time qualified personnel. Presently, the program plan is managed by a person who has both a G/T Endorsement and G/T Master's degree.

Professional development opportunities will include participation in CASL, CAGT Conference, CDE

sponsored activities, in-district trainings in William and Mary Curriculum, and monthly GT meetings focused on G/T identification/ALPs as well as identified needs of GT teachers. One such topic to be addressed next year includes “What does advanced look like?” “What instruction needs to be in place to move students to advanced?” After June, we will have 5 teachers trained in the Javits On-line Modules available through BOCES. All teachers as well as new GT teachers will be encouraged to take these online classes next fall. Other professional development opportunities will include the following workshops: Underachievement for gifted, Social/Emotional Needs of Gifted, Twice Exceptional Learners.

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?

At this time, we have established a partnership with University of Northern Colorado with Dr. George Betts and Dr. Stuart Omdal. They will offer matching funds for teachers pursuing G/T Endorsements and/or a Master’s degree in gifted education. In addition, after meeting with Dr. Betts a few weeks ago, we will be working together on some joint staff development opportunities. One example will be a small collaborative work session with Dr. Karen Rogers next fall.

Currently I am working with Dr. Omdal in a research study on the Renzulli Learning System which is being piloted at one of our elementary schools as an “Options”/after school activity, with full after school implementation during 2008-09. We will be looking at increased student motivation, increased reading comprehension as measured by Dibels and MAP, and increased numbers of identified students.

In addition, one of our GT teachers has been hired by UNC to work half time at the newly formed UNC Center for Creative and Gifted Students. Her tie with District 6 will enhance collaboration efforts with UNC.

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.

Greeley-District 6 provides exceptional matching funds, which pays the salaries of a .5 GT teacher at each school. The GT Advisory Council as well as the GT teachers are informed of the budget, providing input to budgetary needs.

For the State GT Grant we have allocated funding for:

- Professional development opportunities for teachers: TOT training, William and Mary training, CAGT Conference, CASL participation, USTARS, Vertical teaming, Workshops in identified areas of need (underachievement, social/emotional needs, twice exceptional)
- Testing instruments for second grade screening as well as replenishing identification checklists
- SENG parent group facilitation
- William and Mary Curriculum materials, Junior Great Books, extension novels
- Printing of handbooks, tri-folds, parent/teacher folders

Please see attached spreadsheet for a more detailed description of the budget 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.

1. The GT budget is managed by our district Grants Manager in the Finance Department. The GT Coordinator and the Executive Director of Student Learning work collaboratively in developing the budget with input from the GT Advisory Council and the GT teachers. Expenditures are carefully monitored through the use of purchase orders and check requests with appropriate receipts and approval signatures.
2. For the last several years, no equipment has been purchased with state GT funds.
3. Student records are kept in the student information system maintained by the district. This currently is a combination of Infinite Campus, Alpine Achievement, NWEA and Encore. With the rollover of information into Infinite Campus in January, we have identified some inaccuracies in our data. We are working to correct this. Additional GT information which includes identification data and ALP is kept in red folders which are included in a student's cumulative folder.

Maintenance, retention and destruction of gifted student education records are disposed of according to district policy.

Attached is a copy of the Advanced Learning Plan. This document includes identified area of giftedness, goals for instruction, interventions/programming services, results of achievement and goal activities and parties responsible for implementation. This plan will be available electronically in Encore by August. Four copies of this document are made: one for parents, one for student's cumulative folder, one for the GT teacher and one for the classroom teacher. This document is critical in the transition of gifted students from one level of schooling to the next. It will also drive the programming options at each site and district as we fully implement the plans at each level, especially at the secondary level.

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?

We do not have a formal process for dispute resolution in place in our G/T Identification Handbook, but will be a goal to work on for next year. When disagreements in identification occur, it is usually worked out between the parties involved, which would include parents, GT teacher, GT Coordinator and/or principal. The decision for identification is based on district criteria for identification. The ultimate decision would be made by the GT Coordinator with continuous communication with parents to come to a satisfactory resolution. This has not been an issue this year; however, this may change with passage of H.B. 1021.

When parents call regarding inappropriate or inadequate programming options for students, I will refer them to the GT teacher at the individual school. A meeting with all parties is highly suggested to work out any conflicts or misunderstandings. If there is a need for higher level materials or pacing options, I will intervene as needed.

Goals 2008-2011:

- Establish a procedure for dispute resolution that is shared with all G/T teachers

Additional Administrative Unit Information

Directions: Optional

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

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

The 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.



Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
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