



Administrative Unit

Administrative Unit name: El Paso 2, Harrison - 21020	Region: Pikes Peak	
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Name of Superintendent: Dr. Wendy Birhanzel and Mr. John Rogerson

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Harrison School District Two is dedicated to the students and families of our gifted community. Strong communication is at the forefront when keeping all stakeholders informed.

Communication with Parents and Students District Level

- Parent and Staff handbook are annually revised and updated to clearly communicate
 - Gifted Definition, Vision and Mission
 - Colorado State Law Regarding Gifted and Talented
 - Gifted Identification Process
 - Traits for Giftedness to include CLDE populations
 - Overview of Appeals
 - Gifted Programing
 - Advanced Learning Plans
 - Involvement in gifted education and progress monitoring
 - Elementary, Middle, and High School programming options
 - College and career planning/concurrent enrollment options
 - Early Access to Kindergarten and 1st Grade
 - Gifted and Talented Resources for parents and students



- Glossary of Common Terms
- Gifted and Talented contact information

- Gifted and Talented flyers are handed out during student registration and are also available at all schools.
- Gifted budget is aligned to support written communication to parents and community.
- Gifted coordinator mails or provides informational flyers to parents around extracurricular activities for students.
- Automated phone calls and text messages are sent to parents for upcoming gifted events.

- The Gifted and Talented page is easily accessed from the Programs menu. The GT page provides the following information for parents and staff <https://www.hsd2.org/Page/483>
 - Gifted and Talented Vision, Mission, and commitment statements
 - Access to Parent and Staff handbook
 - Identification process and downloadable forms for both teachers and parents
 - Early Access tab with state definition, process, and timeline
 - Appeals tab with process and form
 - Parent and student web resources
 - Teacher Tab includes identification process, referral forms, example of body of evidence, affective programming standards, and gifted traits resource.
 - Parents and Teachers can find upcoming gifted events and professional development on the calendar link.
 - Parent and teachers can watch Gifted Identification process and Frequently asked questions with answers via pod casts.

- District Wide Gifted and Talented Night for parents is held once a year to inform stakeholders about gifted programming, identification, referral process, social emotional needs of gifted students and where to find resources.
- Communication is provided both in English and Spanish
- District website can be translated to over 50 languages.

Communication at the Staff Level

- All new staff members must attend New Staff Institute
 - Gifted Coordinator provides training on state rule around identification, identification procedures, and gifted traits/characteristics.
- Gifted coordinator provides yearly training to all administrators in July during Admin Boot Camp.
- Building level GT specialist are provided training on state rule around identification, Identification procedures and gifted traits/characteristics (including CLDE students).



- Gifted Specialists are the primary resource at the building level for parents and students.
- Gifted coordinator annually hosts an open house to reintroduce staff to the Professional Resource Library housed at Fox Meadow Middle School.
- Gifted coordinator provides a "Welcome" folder to each building highlighting their current students, talent pool students, the Professional Resource Library, and staff development offered during the school year.
- Gifted coordinator communicates all outside professional development opportunities and conferences to each building.
- Gifted coordinator communicates all extracurricular activities for students to each building through email and informational flyers
- Gifted budget is aligned to support professional development and conferences for staff.

AUs Target: The Gifted and Talented Department will continue to strengthen our communication with English Language Learners/Gifted Families. We will work with CLDE to provide all communication in the students' native language and provide a translator at gifted events and conferences.

Definition of “Gifted Student”

Harrison School District Two follows state definition and serves as the basis for the implementation of all other programming plan elements.

Definition

Gifted and talented children means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these **areas of giftedness**:

General or Specific Intellectual Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.



Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

Creative or Productive Thinking

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Abilities

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility).

AUs Target: We will continue to ensure clear understanding on identification of gifted students in all areas including the talent areas. The AU will continue to work collaboratively with the Pikes Peak region of gifted directors to provide two assessments days a year for talent identification. The Gifted coordinator applies yearly for the Universal Screening Grant to ensure on going screening at 2nd and 6th grade continues. It is also our goal to increase our gifted population from 3% to 6% by 2021 and to ensure it reflects our demographics.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Identification Procedures, Criteria for Determining Exceptional (Giftedness) or Talent Pool, and Identification Portability

Harrison School District #2 is a district of diverse learners. Our goal is to give equal access to all learners. For the past few years Harrison has implemented Universal Screening at the Kindergarten and 6th grade levels. However, we discovered we were under representing our gifted populations in Hispanic and African American populations. Researching best practices, we determined the CogAT may not be the best cognitive ability assessment for our demographics. We know our students struggle with language skills due to English being their second language and lack of exposure to vocabulary at a young age. To meet the needs of our population the following changes have been made starting in the 2017-2018 school year with the goal of increasing our under represented population in the area of gifted and talented:

- Universal screening at 2nd and 6th grade using an on-line format
- The Naglieri 2, CogAT 7, TOMAGs, K-BIT, SAGES will be used for identification
- Teacher and parent observations will be included in the Body of Evidence
- SIGS home and school rating will be part of the body of evidence for identification in specific academic areas

Identification Process

1. Nomination

A student may be nominated for the identification process by a parent, teacher, self, peers, assessment results,



or previous GT identification in another district or state.

2. Screening Process

An educational team consisting of the classroom teacher(s), counselor, GT specialist and building administrator will meet to initiate the GT screening process.

3. Synthesis of Body of Evidence

Information from various sources, a Body of Evidence, will be collected for the nominated student. This includes but is not limited to assessment results at or above the 95% or exceptional range, class work, parental input and teacher observations. The Screening Committee will determine if the nominated student meets the identification criteria of Harrison School District Two and Colorado. For incoming students, an Advanced Learning Plan or similar document will be requested from student's previous school. The education team will determine if the documentation meets state rule for identification within 45 school days of the start of school or date student registered or collect a new body of evidence and re-evaluate the students. Students who do not meet identification criteria will be placed in the talent pool until additional data can be collected and the student re-evaluated.

4. Communicate Results

A representative of the Screening Committee will communicate the results of the nomination to all stakeholders within 30 school days and 60 school days for transferring students. A parent, student or teacher has the right to appeal the identification decision. To initiate an appeal process, the appellant should contact the building principal and complete the necessary documentation.

5. Development of an Advanced Learning Plan

If a student is identified as a Gifted Learner, the educational team, along with parents, will meet to develop an Advanced Learning Plan (ALP) within 30 school days of formal identification. This individualized plan will outline student learning goals/objectives and identify instructional programming/strategies to ensure student growth. This plan serves as a record of student progress and will be updated on a yearly basis.

- Referral process is clearly defined and available to parents on the website, parent handbook, brochure and staff knowledge.
- Referral process for staff includes a checklist with timeline to ensure process meets the 30-day requirement.
- Body of Evidence document with elementary and secondary examples are available on the district website under the teacher tab. Gifted specialists will also have a copy of this document. The BOE is recorded in the ALP and assessment data added yearly as an ongoing process to support or to identify giftedness in other areas (academic or talent).
- Review team members and responsibilities are defined on Referral Check list.
- Determination letter to parent/guardians is available in both English and Spanish
- Parent/teacher conferences will be held when student is initially identified. Gifted specialist/teacher will go over test results and gather input into the writing of the ALP. ALP's are annually reviewed by staff,



students and parents in October.

- Any student whose BOE indicates high ability in a specific category of giftedness yet falls short of meeting the 95th percentile or exceptional range on a normed based approved assessment(s), will be placed in a talent pool and monitored until further data collection can be analyzed to determine if the student should be reevaluated.
- Any student whose BOE indicates high ability in a specific category of giftedness and meets the 95th percentile or exceptional range on a normed based approved assessment(s) will be given the determination of Gifted and an ALP will be developed.
- Student ALPs will be housed in the Alpine assessment system and student cum folder. All ALP's will be created using the Co-Standards Based Advanced Learning Plan.
- Student testing, initial ALP, and all communication with parents will be kept on file in the Gifted Office.

Incoming GT Families

- Communication begins with the student registration office.
- Gifted and Early Access brochures are available to all families during registration.
- If a parent indicates the student was identified gifted in another school, district, state, a copy of the ALP or similar document will be requested.
- ALP will be reviewed by gifted specialist within 45 days of receipt.
- If ALP is incomplete or lacks BOE to support gifted identification, parents will be notified and advised as to next step. (gathering additional data from previous school and current school) Student may be re-evaluated if BOE supports using CogAT 7 or Naglieri 2.
- ALP's will be created within a week of determination.
- Copy of ALPs will be in the student cum folder in the event the student transfers to another school or district. Teacher/gifted specialist will be required to update before student's records are transferred. Parents will also be given a copy at yearly conferences.

AU Target: The goal of the AU is to increase our overall gifted population from 3% to 6% by 2021 and to have an accurate representation from our under represented populations.

Early Access Procedures:

Application Process

1. Parent/Guardian contacts the Gifted and Talented (G/T) Department to request an Early Access application packet. Early Access into kindergarten or first grade requires the student be four years old by the first day of school or five years old by the first day of first grade. The parent must provide a copy of



the birth certificate at the time of application submission.

2. The parent/guardian must complete the entire application. The parent/guardian will return the application packet and the student portfolio to Harrison School District Two G/T Department during the Early Access window.

- Applications will not be accepted after the deadline.
- Child will take a screener to determine if she/he should move forward in the Early Access Process.

3. A complete application must include the following:

- Initial Application completed and signed.
- Copy of the child's birth certificate. Child must be 4 on the first day of kindergarten, or 5 on the first day of first grade.
- Parents will **not** be charged a fee for Early Access.
- A Letter of Request by legal parent(s)/guardian(s) stating why you believe Early Access is appropriate for your child. Include any explanations and/or examples that give evidence of your child's highly gifted abilities.
- Harrison School District Two release form.
- Any previous private/public school assessment data if applicable.
- Any other supporting anecdotal information (letters of recommendation from teachers, coaches, or mentors; report cards or evaluations; examples of observable behaviors).
- Student portfolio work.

4. A student portfolio of work must include artifacts that the child has completed within the past year. Each document should be dated. The portfolio should include but is not limited to the following examples of student work:

- Knowledge of number sense
- Knowledge of beginning alphabet sounds
- Knowledge of shapes
- Knowledge of colors
- Knowledge of writing
- Knowledge of reading ability
- Knowledge of student interest
- Knowledge of drawings/artwork
- Any other items the parent deems appropriate



5. Upon review of completed application and student portfolio, the child will be administered a brief screener determining if child will move forward in the Early Access process. If the child is determined to be an appropriate candidate to move forward, then a team of educators knowledgeable of gifted education and early childhood development will evaluate the application and portfolio utilizing the Early Access rubric. If it is deemed the child is not a candidate for addition testing, the parent/guardian will be notified of the team's decision.

6. The following procedure will be followed if the student moves to the next level of the Early Access process:

- A licensed/trained professional will administer the Test of Early Mathematics Ability (TEMA) and the Test of Early Reading Ability (TERA).
- Parent/Guardian will be notified immediately if child scored in minimum of 97th percentile on ***both*** TEMA and TERA.
- Early Access team will collaboratively determine if the child is an appropriate candidate for final level for Early Access into kindergarten or first grade.

7. The final level of Early Access process:

- Parent(s)/Guardian(s) will be notified of the committee's decision based on data from the entire process by April.

Early Access Team Members

- Gifted and Talented Coordinator
- Gifted and Talented resource teacher/specialist
- Highly Qualified kindergarten teacher
- Psychologist

Non-acceptance

No further application for Early Access will be considered at any other school or instruction within the school



district. Student files are transferred to the receiving school within Harrison School District Two for instructional programming for the appropriate year and grade. All testing material and results become the property of District Two.

AUs Target: The AU's goal is to increase awareness by working with Child Find and CPCD to train pre-school teachers to identify preschoolers who demonstrate exceptional ability compared to same-age gifted children for the purpose of referring these children for Early Access.

Advanced Learning Plan Content, Procedures and Responsibilities

AU Description:

All identified gifted students in grades K-12 in Harrison School District Two have an Advanced Learning Plan in place, and have had for several years. These ALPs are created for each gifted student with input from a variety of stakeholders - teachers, counselors, administrators, parents, and the student themselves. Each Advanced Learning Plan includes information on how the student was identified as gifted, and what their gifted strength areas are. Each ALP then specifies the programming that is in place to match these gifted strengths. At least two achievement goals are included on each ALP, one in their gifted strength area, and a social/emotional goal. All ALPs are reviewed formally at least once a year, and are monitored and updated on an ongoing basis. Currently, this review takes place in the fall, when data from the previous year is reviewed and new goals are set for the school year. At the end of each school year, progress towards goals are indicated, and used for formal review of goals in the fall. At the middle and high school level, all students in Harrison School District have an ICAP as well, using College in Colorado as a format for these plans. At this point in time, we have chosen to keep the two plans separate for gifted students, but students have direct input into both their ALP and ICAP plan.

Advanced Learning Plans:

- Advanced Learning Plans are developed within two weeks of determination and reviewed annually with student and parent input and signed by both student and parent (copy will be kept in student cum folder).
- ALP's include input from all stakeholders (teacher, gifted specialist, student, parent, counselor).
- ALPs are housed in the Alpine system and hard copies are housed in the gifted office
- ALPs include:
 - ALP team members
 - Parental engagement and participation in the development of the ALP
 - student interests both in and out of school
 - area(s) of giftedness
 - BOE for identification
 - ongoing data to support or identifies new area of giftedness
 - Gifted Identification and Classification
 - Co-standards based SMART goal(s) developed with the student's area of strength or area(s) of giftedness
 - an Affective needs goal based on student strength
 - an additional affective needs goal may be included to help grow social/emotional needs



- Programming and Data to support progress toward goal (or lack of progress)
- Post-secondary goals aligned to ICAP goals (housed separately) at the secondary level
- Transition plan in summary of recommendation for student at the 5th grade and 8th grade level
- Student profile
- Quarterly progress monitoring reflecting progress toward goals will be recorded in the ALP.

○ ALPs will be reviewed annually by teachers, students and parents using current student data to create an instructional plan

AU Target: The goal of the AU is to ensure all identified students are academically challenged through their area(s) of strength and to ensure social/emotional goals are met by:

- Providing yearly training to staff on writing standards-based academic goals
- Strength based affective need goals
- Use data (CMAS, classroom assessments, observations, surveys) to align goals to student's strength area
- Include both parent and student input before writing goals
- Progress monitor goals quarterly

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Programming

Programming:

The Gifted and Talented Department works collaboratively with our schools to ensure programming meets the needs of our students by aligning opportunities to students' areas of giftedness and ALP goals. Gifted students are one of the focus areas during weekly PLC's where teachers, counselors, administrators and gifted specialist ensure strategies are in place for students to ensure academic and social/emotional success throughout the school year.

Elementary Options

Harrison School District Two has 13 elementary schools and one K-8 school. Each site offers the following programming options:

- Accelerated classes
- Clustered classes
- Compacted curriculum
- Dual Enrollment
- Leveled grouping in all content areas (math, ELA, science, and social studies)
- Gifted magnet (Soaring Eagles Elementary)
- Universal Screening at 2nd grade
- International Baccalaureate School (Sand Creek Elementary)
- STEM
- Battle of the Books
- GT Summer camp
- STEM Saturday Field Trips (UCCS)
- After school enrichment opportunities (Chess club, Art club, Band, Rubik's Cube Club, Battle of the Books, DestiNation Imagination)
- William and Mary Literature Units
- Great Books



- M³ Math Units 3rd-5th grades
- Literature Circles at all levels at DOK levels 3 and 4
- Choice boards in all content areas
- Tiered lesson
- Foreign Language class (Soaring Eagles and Sand Creek)
- Research and enrichment projects
- Engine-Unity units and materials
- Jacob's Ladder literature units 3rd-5th grades

Secondary Options – Middle School

Harrison School District Two has 3 middle schools and one K-8 school.

- Accelerated classes
- Clustered classes
- Compacted curriculum
- Dual Enrollment
- STEM/STEAM Innovation Lab (Panorama Middle School)
- Pre-AP classes
- 6th grade universal screening
- AVID
- Pre-collegiate partnership with UCCS
- Pre-AP classes offered in all content areas
- International Baccalaureate School (Carmel Middle school)
- Physics offered in all middle schools
- SE YMCA partnership with Panorama Middle School
- STEM Saturday Field Trips
- Summer Camp
- Mentoring
- The Colorado Conservatory partnership (performing arts, dance, and music)
- Rubik's Cube Club
- Cornell Notes
- Socratic Seminar

Secondary Options – High School

Harrison School District Two has 2 high schools.

- Concurrent Enrollment (UCCS, PPCC, CSU – Pueblo)
- CSU Ft. Collins Alliance School
- AVID
- Pre-Collegiate



- Advanced Placement
- Project Based Learning
- STEM
- Robotics
- AVP
- SE YMCA Partnership (Sierra High School)
- International Baccalaureate school (Harrison High School)
- Cornell Notes
- Socratic Seminar

Curriculum:

A variety of gifted curriculum materials are used at all levels - elementary, middle and high, as well as in magnet and Pre-AP programs and regular classroom with advanced curriculum needs. The Gifted and Talented Department hosts a large resource library that includes curriculum materials that are available to all district teachers to check out and use. Gifted and Talented Coordinators also assist teachers in planning advanced curriculum units for gifted learners, as well as differentiated units to meet a variety of levels of learners in their classrooms. Below is a list of just some of the curriculum resources and materials we implement to help our gifted student grow and achieve at high levels:

- William and Mary Literature Units at elementary and middle school
- M³ Math units for 3rd – 5th grade
- Literature Circles at all levels that integrate higher level thinking skills
- Choice boards in all content areas and at all levels to allow for student choice
- Tiered lessons in all content areas and at all levels to allow for differentiated instruction
- Problem-based learning and units
- Research and enrichment projects
- Interact Units
- Engine-Uity units and materials
- Jacob's Ladder literature units for 3rd – 5th grade
- Understanding by Design unit planning



Acceleration:

Harrison School District Two is very supportive of implementing a variety of forms of acceleration to meet the needs of our gifted learners. We have a thorough acceleration guide and process that we use for whole grade acceleration which utilizes the Iowa Scales, but also adds in additional components for our district. We go through this process each year for a couple of students, usually choosing to have at least one student each year skip a grade, while looking at other more appropriate options for the others. We greatly implement single-subject acceleration both as part of our dual enrollment options, but also within in a school itself. We implemented an early access process the first year it was an available option in the state, and usually allows a couple of students to begin Kindergarten or 1st Grade a year early through this process. We also implement a variety of content-based forms of acceleration in our magnet schools.

Enrichment:

Harrison School District Two offers a variety of enrichment opportunities for gifted students, as well as other students who display a passion and strength in these areas. These enrichment opportunities are funded through a collaborative effort using gifted grant funds and general funds contributed by school sites:

- Battle of the Books for 5th grade – teams are sent to regional event each April
- Science Fairs at elementary and middle school hosted an individual schools
- Knowledge Bowl
- Super Saturday Classes at UCCS
- Robotics Class/Club which includes a Rubik’s Cube team
- Drama Class/Club which is a collaborative effort between both high schools who produces a drama or musical each semester
- Destination Imagination
- Ticket to Success
- Bemis School of Art programming
- Colorado Springs Conservatory
- Legislative Day at the State Capitol
- Adventure Camp Summer Workshops



- STEM workshops through UCCS
- Challenger Space Center activities
- World Arena Art Banner Show

AUs Target: Over the past five years Harrison School District #2 has noted a serious decline in our gifted population at the elementary and middle school levels due to students leaving the district for other options as recorded in Infinite Campus under enrollments (charter schools, transferring to another district, moving out of state). To help address this problem as well as aging schools, the School Board asked voters to approve a bond in October 2018. Monies from the bond will support making Sand Creek International School and Soaring Eagles Gifted Magnet School into K-8 schools. This will allow parents more middle school choice in programming. The goal is to retain our elementary and middle school gifted identified students. We know as a district once our students enter high school, we no longer see students leaving.

Evaluation and Accountability Procedures

AU Description:

Accountability:

- Once state assessment data is released, the Gifted and Talented Department does a thorough yearly disaggregation of data each September. We are able to use School View to look at the broad picture for our district, GT achievement data and median growth percentile. This data is then inputted into our own district data warehouse called Alpine. Here we are able to do more in-depth analysis, looking at state data of gifted students correlated to gifted strength areas, as well as combined subgroups, such as gifted and English language Learners or gifted and IEP, both district wide and at particular school or levels.
- Our district administers Curriculum-Based Measures (CBMs) at the end of the first semester and end of second semester in core content areas. We also administer Performance Assessments in Art, Music and Physical Education classes mid semester fall and spring. These assessments match the new Colorado Academic Standards, and are aligned with our curriculum maps that are developed in each content and grade level. We disaggregate this data after each round of testing, correlating it to gifted strengths and adjust programming as needed. This information is also helpful in referring students who are not identified as gifted.
- Our district also utilizes a variety of formative assessments: unit exams, midterms, finals, SuccessMaker, STAR, Dibels, Aimsweb, Reading Plus, Frys, Accelerated Reader, etc. All of these provide greater understanding of gifted student ability and growth, and adjustments are made to programming on an ongoing basis to match student needs.
- Schools have weekly Professional Learning Communities on Monday (late start for all grades K-12 to allow for a 90-minute PLC each week) and/or data team meetings to analyze student assessment data and plan next steps. Schools also have MTSS/student study teams to look at special cases in a more in-depth manner. School administrators disaggregate data thoroughly on a quarterly basis for all kids, including their



gifted students.

Monitoring Gifted Student Social Emotional Goal:

- Monitoring of the student social emotional goal is ongoing and monitored and recorded on the ALP. At conclusion of school year, it is decided if goal is met or need to be ongoing.

Evaluation of Programming:

- Gifted and Talented department staff is evaluated on a yearly basis on whether yearly goals as specified in state program plan and district action plan were achieved, or at least progress made towards achieving goals.

- Individual schools evaluate their gifted programs on an annual basis, and determine needs and next steps, working with the GT department to accomplish next steps.

- The Gifted and Talented Department writes a yearly action plan and district funding is allotted to match action plan goals. Our district utilizes a zero-based budgeting process to ensure that all dollars spent align with action plans, which are aligned to state indicators.

- State GT End of Year Reports and yearly plans allow for ongoing evaluation of overall gifted programming.

Reporting to Stakeholders:

- The district reports out annually on district achievement and growth through the form of printed reports that are mailed to district stakeholders and available online.

- School View is available through CDE to communicate achievement and growth data of all students, and reports out on gifted achievement in each district specifically.

- Each school reports to their stakeholders through newsletters and to the School Board on a rotating basis, and most schools report out specifically on achievement and growth of their gifted populations (some elementary schools have a sample size of less than 20 gifted students, thus not reporting data in a formal manner).

AU Target/s:

- The Gifted and Talented Department already does a thorough gifted data disaggregation each



September. Up until now, this has been for the purposes of action planning, adjusting programming, making curriculum decisions, etc. Starting in September 2018, teachers will attend an ALP/Data analysis work session to ensure students goals are aligned to current data and students identification and programming.

- Now that student achievement data is uploaded into Alpine, we can more easily access and analyze gifted student data each school year. The GT department requires that schools print off student profile page with all school, district, and state data for each gifted student and use this profile in the annual review of each Advanced Learning Plan and writing of new achievement goals for each individual GT student. This will allow us to monitor achievement more carefully for all GT students, and make adjustments to programming based on data as each year's ALP is written.

Personnel

AU Description:

Harrison School District Two employs one full time Gifted Coordinator with an endorsement in Pre-K - 12 Gifted and Talented. The Coordinator oversees both elementary and secondary levels. The responsibilities of the GT Coordinator include:

- identification procedures meet rule
- area of giftedness is reported accurately
- programming meets the needs of the gifted learned
- ALPs are complete, accurate, and maintained with input from parents and students and meet portability rule
- programming results are reported to stakeholders
- provide ongoing professional development to teachers
- Manage of program plan

Starting in the 2015-2016 school year, we asked for a gifted contact in each building in the district. In addition to the gifted coordinator, there are school psychologists, social workers, and the district Diagnostian that can assist the GT team in the referral process. As referrals for gifted assessment come in from students, parents, teachers, counselors, administrators, etc. it is this GT assessment team that completes the gifted testing required for a complete body of evidence, which the gifted coordinators then review to come to a determination.

Elementary magnet schools employ Gifted Magnet teachers, one at each grade level. At the middle school level, teachers at each content and grade are selected to also be Pre-AP teachers. Magnet teachers and Pre-AP teachers, as well as AP teachers at the high school level receive special training both from within district and without specific to their program and needs. All teachers working with gifted students attend regular cross-district GT PLCs quarterly with the gifted coordinator, as well as regional workshops, state and national conferences, and other gifted professional development opportunities.

Highly Qualified:

-All education for the gifted learners falls on teachers. These teachers meet the federal requirements for highly qualified teachers if they are non-probationary staff. Paraprofessionals are not funded, nor do they provide the primary instruction to the gifted students. The District collaborates with UCCS around the teacher education program. Several schools serve as mentor schools as well as site schools for student teaching programs through the University of Colorado, Colorado Springs and Colorado College.

AU Target/s:



-In the 2016-2017 school year, the Gifted and Talented Department will start a new initiative in getting all Specials teachers educated in how to recognize/identify students who are gifted in the Arts. We will continue this effort in the upcoming years with leadership as well in an effort to increase the overall knowledge base of our teachers, and have more students that are identified in GT.

The AU target for the 2019-2020 school year is to improve communication and understanding of Identification Procedures, Criteria for Determining Exceptional Ability or Talent Pool, Identification Portability, ALPs, Content, Responsibilities and Budget.

- Differentiated instruction professional development offered 4 times per school year.
- New systems for identification procedures will be implemented for all gifted areas.
- Training on writing ALPs with standards-based goals if offered annually in September.
- Provide one nationally recognized professional development annually (Kagan, Ed Zaccaro, ect.)

Budget

AU Description:

Each year, the Gifted and Talented Department begins budgeting process for the following school year in March. We collaborate with finance and the Chief Operations Officer to put together a zero-based budget proposal. This budget includes both state GT grant funds and district general funds, and outlines how monies will be spent to align with district action plan goals and state GT requirements. GT budgets are approved by the district CORE team in April, and adjusted to match new state grant allocations when those are released late Spring or early Summer. Our district has a grant accountant who works with the Gifted and Talented Department very closely to monitor spending of grant dollars and ensure that we are in compliance with state guidelines, and helps us to adjust the grant throughout the year as necessary with CDE approval.

In addition:

- The Gifted Coordinator and Chief Operating Officer along with finance will develop and maintain the budget ensuring checks and balances are in place.
- Finance and GT Coordinator will meet quarterly to insure appropriate and fiscally responsible spending of gifted funds.

For the 2018-2019 school year, we have designed our budget to target specific gifted programming needs as specified below:

-Allocated money to both travel/registration and substitutes to allow teachers from multiple school sites to attend CAGT, as well as for gifted coordinators to attend GT Director's Meetings

-Salaries for one GT coordinator

-Consultant funds to sponsor a Kagan training on Multiple Intelligence

-Provide enrichment opportunities for gifted students such as Battle of the Books, Knowledge Bowl, Legislative



Day, Ticket to Success, and summer camp, and UCCS STEM Saturdays

-Supply money to purchase and provide supplemental gifted curriculum materials to teachers

-Consumable materials and food for annual GT Family Night

AU Target/s:

In future years 2016-2020, we hope to be able to use budget funds to provide the following:

- Hire a .5 secretary to help with filing, paperwork, managing the Professional Resource Library, and answer teacher, administrators, parents, community members questions when the gifted coordinator is not available.
- Continue to add to the Professional Resource Library
- Continue to provide universal screening in 6th and 2nd grade using CogAT online assessment
- Purchase alternative testing options for English language Learners who may be gifted
- Continue to provide research based relevant professional development for teachers

Reports

AU Description:

Student Records:

Each year there are specific steps taken to keep clear records of ALPs for each identified gifted student:

-Electronic copies of student ALPs are maintained in Alpine.

-ALPs are printed and signed by all of those involved in the process – teachers, parents, student, administrators, etc. Originals of these signed ALPs are placed in the child’s GT file at the district Gifted and Talented Department. Copies of these signed ALPs are placed in student CUM folders at each school site once a year.

-Copies of the signed ALPs are also given to parents at conferences or mailed home to parents for their own records.

-The GT student file housed in the district GT office also contains other pertinent information as to



the identification and programming for each gifted student.

Gifted Student Data:

Infinite Campus and Alpine are now the electronic student data system we use district wide. In transitioning to this system in the 2011-2012 school year, we were able to customize it based on gifted student data needs. We have the ability to "flag" any student in IC as gifted based on a program code. We also created two separate tabs for gifted data in IC for our district – one that includes gifted testing information on all students who have been assessed for gifted, including those that are formally identified and those that are not, as well as another tab that indicates tier level, gifted strength areas, and twice-exceptionality. ALPs are also in Alpine for each GT student.

The Gifted and Talented Department has created a variety of reports that we can pull data from Infinite Campus for our identified GT population on an ongoing basis. This includes overall GT population, gifted students per school and grade level, by gifted strength areas, twice-exceptional reports, English Language Learners that are gifted, in addition the coordinator:

- Ensure reports are accurate, timely and reported out to all stakeholder.
- The AU has a current UIP plan which includes goals for Gifted students on file at the Department of Education.
- AU is actively working towards requirements of accreditation based on our last CGER.
- AU has budget proposal on file with the Department of Education.
- AU works with Student services to accurately report:
 - Number of gifted students
 - By grade level
 - Gender and ethnicity
 - Free and reduced lunch
 - Areas of giftedness
 - Twice exceptional
 - Earl Access students
 - Percent of students in AU identified

Inventory Records:

The Gifted and Talented Department maintains inventory records of all non-capital equipment that has been purchased with gifted funds. This includes both technology housed in the gifted department, as well as technology that is housed in schools at gifted magnet school sites. Each spring, the district requires a thorough review of inventory records so that they are updated with new purchases, and that old technology no longer in use is removed.

AU Target/s:

If in the future we decide to merge our ALPs with ICAPs for secondary students, we will develop a



new system for student record maintenance similar to what we have in place now.

-Develop a more formal system to track potentially gifted kids that are not yet formally identified. This could possibly be a type of "flag" in IC, that would allow us to continue keeping these kids on watch as they move from school to school over the years.

The AU is working to ensure October count for identified gifted students is reported accurately. The Gifted Coordinator updates student lists for each school quarterly using Infinite Campus and works with Student Services to ensure accurate information is shared between departments.

Record Keeping

AU Description:

Each year there are specific steps taken to ensure clear records of ALPs for each identified gifted student:

- Electronic ALP's are housed in Alpine.
- ALPs are printed and signed by all of those involved in the development (teachers, parents, students, administrators, etc.) and are stored in the student cum folder, and a copy is placed in the child's GT file at the district Gifted and Talented office.
- All ALPs and student files are reviewed and updated by the Gifted Coordinator annually.
- The GT student files housed in the district GT office also contains other pertinent information as to the identification and programming for each gifted student.
- Gifted department hired a library tech to inventory and help locate lost material from the Professional Resource Library.
- Infinite campus continues to serve as the AUs student data system. Identified students are "flagged" as gifted to help schools with programming.
- Gifted testing results can be accessed in Infinite Campus under the gifted tab and in Alpine
- Data on identified gifted students can be generated through Infinite campus and Alpine. Data is disaggregated through several sub groups (grade, gender, ethnicity, free and reduced lunch, ELL, twice exceptional, etc.)
- The Gifted Department maintains a professions resource library. Each spring a district library tech is hired to run an inventory, add new resources to the library system, and remove missing material from the inventory list.

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Procedures for Disagreements

AU Description:

The Gifted and Talented Department has a dispute resolution that includes in the case of any type of appeal, including gifted identification decisions, early access decisions, and programming concerns.

Overview of Appeals

Selection Committee Decisions

Grades K-11

Parents may appeal the decision of the Selection Committee within 10 days of receiving the notification that the child was not accepted. The letter sent to parent's states they may call the principal if they have questions or want to appeal. Appeals procedures are posted on the Gifted and Talented website or parents can contact the Gifted coordinator.

Below are the steps to follow:

1. Principal notifies GT Specialist or Coordinator of the parent's concerns.
2. Principal/GT Contact meets with parents to explain the process and show him/her the child's profile and the guidelines for selection. The student products may be examined along with



the results of the tests and checklists.

Most appeals end here, but if not, follow the next steps. If the parent is not satisfied with the explanation they may ask to go to the next level.

1. Parents must write a formal letter explaining their disagreement with the decision of the Selection Committee and return the letter to the GT Coordinator.
2. The Gifted Coordinator will work with the campus to set up an appointment at the school. The principal, GT Coordinator, and a building counselor make up the membership of the Appeal Committee. The conference is held, and the actual tests may be reviewed by the parent. The rest of the Appeals Form is completed at the conclusion of the conference.
3. If parent(s) are still not satisfied, they are given Local Board Policy on Student and Parent Complaints. The Chief Operating Officer will notify the superintendent's office of parent's plan to appeal.
4. The school and Chief Operating Officer will work with the Superintendent and Board, if necessary.

AU Target: Procedures for Disagreements will be posted on the Gifted and Talented web page and continue to ensure that this process is followed with fidelity when an appeal arises.

Monitoring

AU Description:

The AU is constantly working to improve the processes by which it is run. This includes reaching out to local Directors, the GERC, and CDE when necessary to get answers to questions that may arise. All plans that are written are sent to the GT department for review and approval. Data is collected several times a year and is processed and reviewed in each of the following departments: CIA, RDA, Superintendent's cabinet and in each of the school.

- The AU annually analyzes CMAS, PSAT and SAT data in order to evaluate the performance of our gifted students. Based on this data, teachers write standards-based SMART goals to ensure gifted students continue to succeed academically and social/emotionally. The AU also uses this data to identify priority performance targets to include gifted students in the District UIP.
- The Gifted coordinator works in collaboration with student services to ensure state reporting is accurate. We are aware that our under represented population as well as our total gifted populations is below the state average.



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- In March of 2017, the AU participated in the Colorado Gifted Education Review. The results indicated we were out of compliance in many areas.

AU Target: By the next Colorado Gifted Education Review (CGER), will be back in compliance in all areas of non-compliance and to increase our gifted population. Budget will be aligned to support professional development for staff on characteristics of gifted culturally and linguistically diverse populations.