**Section V: Supporting Addenda Forms**

**For Administrative Units with Gifted Education Programs**
The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district’s UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum template, or by (2) listing the page numbers where the gifted education elements are located in the district’s UIP and action plan. For additional information, go to: <http://www.cde.state.co.us/gt>.

|  |  |  |
| --- | --- | --- |
| Description of Gifted Education Program Requirements | Recommended location in UIP | Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number) |
| Record reflection on results/progress towards previous year’s targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfils ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.  | Section III: Data Narrative (Report) |  |
| Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s). | Section III: Data Narrative |  |

|  |  |  |
| --- | --- | --- |
| Description of Gifted Education Program Requirements (cont.) | Recommended location in UIP | Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number) |
| Set targets for gifted students’ performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength. Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range. | Section IV: Target Setting Form |  |
| Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.Describe who has primary responsibility for implementing action steps for improvement of gifted student performance**.**Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level. | Section IV: Action Plan or table below |  |

**Complete this Action Plan for Gifted Education, if action steps for gifted targets are not included in the district’s action plan** (additional rows may be added, as needed)

**Improvement Strategy:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of Action Steps to Implement the Major Improvement Strategy** | **Timeline** | **Key Personnel** | **Resources (Amount and Source: federal, state, and/or local)** | **Implementation Benchmarks** | **Status of Action Step (e.g., completed, in progress, not begun)** |
| **2015-16** | **2016-17** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Notes:

* The gifted education proposed budget (http://www.cde.state.co.us/gt/director.htm.) for the upcoming year is due directly to the Office of Gifted Education, rolfe\_t@cde.state.co.us, by April 15.
* Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, rolfe\_t@cde.state.co.us, by April 15.
* Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district’s UIP submission.

**Gifted Program Assurances for AUs and member districts**

|  |  |  |  |
| --- | --- | --- | --- |
| Description of General Program Assurances | Mark one box: | Description of General Program Assurances | Mark one box: |
| Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population. | 🞎 Completed🞎 In progress 🞎 No | The district/BOCES maintains a local database of gifted students that records the students’ area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership. | 🞎 Yes🞎 In progress🞎 No |
| Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths.Note: The AU’s program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.  | 🞎 Yes🞎 In progress🞎 No | ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.) | 🞎 Yes🞎 In progress🞎 No |
| The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.  | 🞎 Yes🞎 In progress🞎 No | The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)  | 🞎 Yes🞎 In progress🞎 No🞎 Yes🞎 In progress🞎 No |