



Administrative Unit

Administrative Unit name: Durango - 34010	Region: Southwest-West	
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Name of Superintendent: Dan Snowberger

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

Durango 9-R values and seeks two-way communication with all stakeholders, including the families of gifted students. In order to inform and gain feedback from parents about identification processes, parenting and educating gifted children, programming options, college and career planning, and family involvement, the District uses the district website, parent handbook, an advisory council, and parent meetings at schools sites with the Gifted and Talented Facilitator at each campus. Additionally, information about involvement and progress reporting, concurrent enrollment, and college and career planning happen in site-based Gifted and Talented parent meetings and Advanced Learning Plan meetings with individual families. Predominant avenues of communication include (but are not limited to): Websites, Parent Advisory Council, Parent Brochures and Literature, Parent Meetings, Advanced Learning Plan Meetings, Faculty Meetings, Professional Development Meetings

Targets for improving/enhancing this element:

- Expand district communication with parents and the community about gifted education programs with the advisory council and at school sites.
- Continue to refine the parent handbook and Gifted and Talented Policy and Procedures Manual for transparency and clarity regarding the program goals, identification process, and programming options.
- Clarify the continuum of programming options in support of gifted learners to ensure an effective and supportive transition to each grade level and into subsequent school levels. · Update and manage the Gifted Education portions of the District website as a means of creating clarity and useful



resources for teachers, parents, and students. · Continue to work with parents in advisory council and facilitate parent meetings addressing the social-emotional needs of gifted learners. · Facilitate transition meetings from elementary to middle and middle to high school. · Identify and translate documents to be translated to Spanish in order to meet the needs of our diverse gifted learners/families.

Definition of “Gifted Student”

Durango 9-R’s definition of a gifted student is aligned with the definition provided by Colorado Department of Education:

“Gifted students” are persons between the ages of five 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 and ethnic, 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
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

Targets for improving/enhancing this element:

- Communicate the definition and supporting program plan elements in such a way that educators and families are aware of the defining characteristics of a gifted student so that they will recognize the diverse students who require gifted educational support. Utilize and expand existing communication structures such as advisory council, parent meetings, and current district publications.

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

Durango 9-R seeks equitable and equal access to gifted and talented services for all students who need them in order to be successful in their learning. The purpose of the identification process is to find students who have a need and match the definition of gifted and talented students. Three “Guiding Questions” are used throughout the process of identifying students for Gifted and Talented:

1. Is the student’s skill level/ability much above peers the same age?
2. If so, does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?
3. Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?



We make continuous attempts to see that students identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status.

Screening:

GT Facilitators work in K-2 classrooms and/or with small groups of students to develop a relationship with many students in the building. Every 2nd grader in Durango 9R is screened in late winter by the site based Gifted and Talented Facilitator for possible GT.

Referral: GT Referrals are accepted from parents, teachers, peers, community members, and students throughout the year. These are available through the school's GT Facilitator.

Data Review: Students may also be flagged for further consideration by CMAS scores in the top 5-10% for the district or other data available on all students.

When a student is referred:

After a student has been nominated by self, peer, teacher, parent, current test scores, or universal screening, and the Permission to Test letter has been signed by the parent/ guardian and returned to the school, additional testing may be needed, and a GT Identification determination letter will be sent to parents within 30 days. If a student is identified in his/her strength area, and ALP will be written within 45 days of receipt of the initial referral.

Tier I: General Education Interventions

The GT Facilitator and the classroom teacher work together along with others in our PLC(s) to differentiate the curriculum, instruction, and or the environment within the regular education classroom for a minimum of 4 to 6 weeks. Additional data is collected from these interventions. If it is determined that the student's needs can be met within the regular classroom with these adaptations, the process ends. Students whose needs require more intense adaptations to resources or acceleration are referred to Tier II: Initial Evaluation for GT. The student's needs are monitored and programming is implemented as needed.

Tier II: GT Initial Evaluation A team of teachers and administrators and/or counselors review data from the interventions to determine whether or not student needs are being met in the regular classroom, and establish interventions at a more intense level. These interventions are conducted for a period of 4-6 weeks. The gifted facilitator may become more involved even though many interventions may still take place in the regular classroom. The need for additional data may also be identified. A variety of assessment tools are used to collect information on a student whose background or talent area makes him/her unique from others. Information is collected with input from teachers, parents, and/or the learners themselves, and may include verbal, non-verbal or written tests such as group and individual tests of achievement (CSAP), group general ability tests (such as CogAT given in 2nd grade); GT Facilitators work in K-2 classrooms and/or with small groups of students to develop a relationship with many students in the building. The KOI is administered in first grade classrooms at five out of seven elementary schools in the district. The CogAT is used as a universal screen in during late winter in all second grade classrooms. GT Referrals are accepted from parents, teachers, peers, community members, and students throughout the year. These are available through the school's GT Facilitator.

Students may also be flagged for further consideration by scores in the top 5%-10% for the district, or other data available on all students. The district provided training on the GT identification



Process through CDE for all GT Facilitators/ Liaisons, and emphasizes that Durango 9-R identifies students from K-12th grade.

Currently, the Durango 9-R School District conducts an annual, late winter, universal screen in second grade using the CogAT, and will begin to conduct an annual, Fall universal screen using the NNAT 3 in sixth grade in the 2018-2019 school year. Durango 9-R also plans to pilot the HOPE scale in 4th grade at Title I elementary schools during the 2018-2019 school year. GT Facilitators/ liaisons will receive training in Fall, 2018 in the K-3 KOI (Kingore Observation Inventory, which is known for its ability to identify gifted students in minority populations and students in poverty. Title I Schools will utilize the KOI in the first grade across the district; observations and rating scales, performance data (as evidenced by classroom work, assessments, and portfolios).

The assessment process for identifying students with Specific Talent Aptitudes in Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities, Creative or Productive Thinking, Leadership Ability includes a review of a student's body of evidence by a team consisting of GT facilitators/ liaisons, the district GT Specialist, in collaboration with classroom teachers and other school personnel who work with the student. Some students may show evidence of exceptional ability in other ways, including Twice-Exceptional, second language learners, and children from low income backgrounds.

Creativity Tests:

Assessment data from standardized, norm- referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring in the 95th percentile or above on norm-referenced creativity tests such as the Torrance Tests of Creative Thinking (TTCT).

Some students who do not achieve qualifying scores on cognitive or achievement tests may still demonstrate many characteristics of giftedness. Gifted traits and behaviors are evidence of the high level of creativity typical of gifted students. To aid in identifying students who do not score at or above the 95th percentile on cognitive or achievement measures, creativity tests may be useful in building a body of evidence for formal identification, because the tests add validity to observed creative characteristics.

Behavior Observations Scales:

Gifted students often demonstrate characteristics that lead to a referral for the gifted identification process. Through the use of these scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude measured by many of the more traditional tests students encounter in school.

Norm-referenced observation scales are used as qualifying data for gifted identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior characteristics. Examples of qualifying measures are the *Scales for Identifying Gifted Students* (SIGS), *Gifted Evaluation Scale* (GES), and the *Gifted Rating Scales* (GRS). These tools provide parents the opportunity to give important input about their child during the assessment process.

It is important to note that some educators have particular stereotypical expectations of how gifted students should perform, therefore, [eliminating] certain students who do not demonstrate the more typical gifted characteristics (Johnsen, 2004). If these types of data are collected, it is important that



one recognize that different genders, cultures, races, ethnicities, and social classes have different ways of communicating that may impact an observer's/interviewer's perspective on what behaviors constitute giftedness (NAGC, 2008).

Performance Evaluation

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

Juried Performance:

Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.

Contest/Competition: Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.

Portfolio: Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's artwork throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.

Criteria for Exceptionality:

District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas.

A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child", and the following questions are answered in the affirmative:

Is the student's skill level/ability much above that of peers the same age?

Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?

Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?

Quantitative and qualitative measures are utilized to determine if a student meets the criteria for gifted identification **and** to build a student profile of strengths and interests.

Durango 9-R uses CMAS, SMI, SRI and other assessments including STAR, Gates, and iReady to determine achievement levels. The SIGS Scales are utilized as Observation/ Behavior scales. The district also has access to the GES, the GRS, and the KOI. Durango 9-R also utilizes the Torrance to



assess creativity. The Early Access Program utilizes additional assessments, identified in the Early Access Addendum.

The data becomes the Body of Evidence. The Body of Evidence is presented to the GT Review Team consisting of district GT Facilitators to make an identification determination. The Guiding Questions are used to focus the GT Review Team's discussion. The results of this meeting are then shared at a Tier III: GT Assessment and Identification meeting. Tier III: GT Assessment and Identification--The purpose of this meeting is to communicate the decisions of the district GT Review Team, and if identified, begin writing the Advanced Learning Plan. Information collected is confidential. A team of teachers meets to determine if the student's needs exceed those which can be met in the classroom, and if the student is eligible for gifted educational services.

Parents are invited to attend these meetings and are considered to be a part of the team. Qualifying students typically score two or more years above grade level in at least one academic area and demonstrate characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range.

The GT Facilitator/ Liaison will send a letter to the parents/guardians informing them of the area(s) of identification, and a parent packet with resources for families. GT Facilitators/ Liaisons will put a copy of the designation letter in the student's CUM folder, and a PDF version of the letter will be uploaded to the Student's ALP on Enrich.

The team may also decide that a student does not qualify, but that there is sufficient evidence of high achievement of ability. In this case, the student is placed on a "Talent Pool" list and reviewed again as more information becomes available, and annually to determine whether the student's needs are being met. Schools may set the criteria used to determine which students should be part of the talent pool. However, the criteria cannot be higher than the 94th percentile, nor less than the 80th percentile. The population of the school and number of students between the talent pool score and the 95th percentile should be determining factors. Students in the talent pool can be guests in the GT classes, or can be monitored and evaluated without receiving direct instruction from the GT Facilitator/ Liaison. The GT Facilitator will send a letter to go home to the parents communicating the results of the identification process.

Portability:

A hard copy of the most recent ALP is to be kept in the student's cumulative file in order to ensure portability. Durango 9-R sends records to the requesting organization or parents when a signed request for records release is received. The GT Facilitator/ Liaison will also complete a Student Profile for GT Identification and place a hard copy of this document in the student's cum file.

Timeline for New Students:

Durango 9-R has established the following procedures for reviewing new students' data and ALPs: When a student transfers in from another district with an ALP, the ALP is reviewed to determine whether enough data exists to show how the student was identified as gifted. If the ALP does not contain the information on how the student was identified, the GT Facilitator / Liaison will contact the sending school to get the data. Once all the data on how the student was identified has been received, the GT Facilitator/ Liaison will send the ALP and other information to the district GT Specialist. The GT Specialist will review the data to determine whether the state guidelines were followed.



If a student meets the guidelines set by the state, the student will be identified as gifted in the Durango 9-R School District. A new ALP will be written within 45 days. The GT Facilitator/ Liaison will notify the parent(s) of the student's status, and will include the parent(s) and student in the ALP process.

If a student was identified using criteria that do not match state guidelines, (i.e. checklist rather than norm-referenced scales, DIBELS, less than 95th percentile) the GT Facilitator/ Liaison will send home a permission to test form, and record the qualifying data from the previous district on a new profile form. The GT Facilitator/ Liaison will begin to collect missing data and will inform the parent/ guardians within 30 school days of the status of the identification process.

If a parent marks the GT box on the new enrollment forms, the GT Facilitator/ Liaison will follow up with the parent to see if there is an existing ALP. The GT Facilitator/ Liaison may also need to contact the sending school for additional information. If the box was checked in error, the GT Facilitator/ Liaison will ask the parent if they want their child assessed for GT identification in Durango 9-R. If so, the GT Facilitator/ Liaison will send home a permission to test form and begin the assessment process. If they do not want to assess for GT identification, the process is complete.

If a student transfers from another state, the GT Facilitator/ Liaison will send all data to the district GT Specialist. If the data is sufficient for an identification, then a letter, parent packet, and yellow folder will be sent. If data is missing, the GT Specialist will tell determine what data needs to be collected. The GT Facilitator/ Liaison will Send home a permission to test form and follow assessment procedures.

Targets for improving/enhancing this element:

Durango 9-R will support the use of achievement assessment tools at each building to aid in identification of K-2 students. G/T Facilitators will also receive training in the KOI, and will administer the KOI to K-2 classrooms. The GT Specialist is determining targets for identification according to grade level.

GT Facilitators will update and revise Facilitator Handbook

Parents use revised Facilitators handbook, and condense to meet parent needs/ purposes Handbook and guides will be posted on website in English and Spanish

Identification procedures and literature about the GT Program will be shared at Back-to School nights, in the 9-R Communicator, via Infinite Campus, and through GT Program brochures

GT Facilitators will orient building staff to location of resources on the website during beginning of the year staff meetings

Conduct universal screening lessons in the general education classrooms in order to collect referring data and identify students from under-represented populations

Insure that Identification teams at each site include the general classroom teacher, GT Facilitator, building administrator

Utilize the GT facilitators as the identification team during quarterly meetings

Provide training and calibration for the Talent Pool and identification processes throughout the school year via GT Program PLCs

Review make up of Identification teams, develop an identification procedures guide for GT Facilitators to be included in the GT Program Handbook

Develop a rubric and a reflection document to guide calibration of RtI and MTSS teams on an annual basis

Conduct universal screening lessons in the general education classrooms in order to collect referring data and identify students from under-represented populations

Add universal screen for cognitive ability at 6th Grade



Make a good faith effort to align identification with school demographics

Determine demographics for identification of all subgroups per school; share with building administrators

Provide training on identification of underrepresented populations to school counselors, ELL educators, Special Ed. educators, student service providers, and building administrators

Develop outreach to community members to increase opportunities for referrals from all stakeholders

GT Program resources are readily available on the district website, through email and other formats, to all stakeholders

Advanced Learning Plan Content, Procedures and Responsibilities

Durango 9-R provides identified gifted students with ALPs developed in accordance with the student's identified area(s) of giftedness, interests, and instructional need and affective needs. Durango 9-R strives to meet the specific requirements for ALP content development are consistent with ECEA Rules as indicated by the 2017C-GER Review.

Targets for improving/ enhancing this element:

Include the key requirements in every identified gifted student's ALP.

Involve all stakeholders in ALP development and monitoring.

Develop and implement a consistent plan for transitioning gifted students and ALP information between grade levels and schools.

Durango 9-R uses Enrich as one means of documenting and communicating the detailed plan as students transfer between grades and school levels. Parents, teachers, students, and the 9-R gifted facilitator use the body of evidence to create appropriate, individualized goals. Plans include academic goals, affective goals, transition plans, and preparedness for career and college readiness. Students' interests, abilities, and needs are considered. Specific programmatic and supplemental curriculum, strategies and extended/expanded learning are directly addressed in the plan.

An ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs, and affective goals reflect development of personal, social, communication, leadership, and/or cultural competency, and description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals and ALP development includes teachers(s), student, parent and support staff as appropriate, and ALP development includes teachers(s), student, parent and support staff as appropriate, and classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals:

Advanced Learning Plans (ALPs) are written for all identified students. ALPs for elementary, middle school, and high school students are written and stored in Enrich. Durango 9-R practices a gradual release model for developing ALPs. In the elementary level, plans with measurable, standards-based academic and affective goals, that reflect development of personal, social, communication, leadership, and/or cultural competency, are created to address student interests, instructional and affective needs, and student strengths, and are written by GT and classroom teachers in collaboration with students and parents. At the middle school, students begin to take a more active role in ALP development; choosing goals for themselves with input from GT and classroom teachers and parents. In high school, students write their own goals to best align with their desired college and career path. ALPs are signed by parents, students, GT facilitators, and classroom teachers. A signed copy is sent home with the parents, a copy is added to the student's CUM folder, and the original is stored in the GT Facilitator's building file. Progress on academic and affective goals is shared with parents during conferences and recorded on the ALP. Additional progress monitoring can be sent home with student report cards as GT teachers provide supplemental information to



classroom teachers for standards-based grading. All ALPs are kept in confidential folders or in our secure online system.

The ALPs for high school students are not blended with ICAP. These ALPs are entered into Enrich as ALPs that include strength-based academic goals and affective goals. The High School also uses Naviance to house student ICAPs, and Advanced Learning Plans (ALPs) are written for all identified students. ALPs for high school students are written and stored in Enrich, and also inform the students' Individual Career and Academic Plan (ICAP). Standards-aligned goals are written for/by students for each identified strength area. Students write an affective goal that is based on the Durango 9-R Mindsets and Behaviors Standards. Differentiation strategies for the classroom and structural accommodations (such as accelerated classes) are recorded on the ALP in Enrich. Progress on academic and affective goals is shared with parents during conferences and recorded on the ALP. Additional progress monitoring can be sent home with student report cards as GT facilitators/liaisons provide supplemental information to classroom teachers for standards-based grading. ALPs contain information on how the student was identified and current achievement data for their area of strength.

Durango 9-R has purchased resources for classroom teachers including Jacob's Ladder, Junior Great Books, Project M3 and M2, and William and Mary Units. These resources support gifted students achieving their ALP goals. Durango 9-R has also provided trainings from Karen Brown and Bertie Kingore to provide support in the regular classroom.

Durango 9-R will continue to improve goal writing to further align goals with state standards.

Durango 9-R will also increase awareness of classroom teachers and parents of the ALP goals.

GT Facilitators will receive training at the start of each school year in the development of ALP goals that meet ECEA requirements.

Durango 9-R will provide training to GT Facilitators from Terry Bradley on SEL for identified students. Transition Process:

Students are transitioned from one grade to the next during transition meetings that occur each spring. GT Facilitators meet with each other to pass on GT folders and to provide information regarding best learning environments for each identified and talent pool student. At the high school, GT Liaisons help students develop their own ALP goals that relate to post-secondary readiness. GT Liaisons also help students register for concurrent enrollment options as well as higher-level classes on high school campuses. Durango 9-R offers a wide range of college and career pathway opportunities for students.

Targets for improving/enhancing this element:

Further develop communication and supports for classroom teachers to support ALP goals in the students' classes.

Durango 9-R will continue to improve goal writing to further align goals with state standards.

Durango 9-R will also increase awareness of classroom teachers and parents of the ALP goals.

GT Facilitators will receive training at the start of each school year in the development of ALP goals that meet ECEA requirements.

Durango 9-R will provide training to GT Facilitators from Terry Bradley on SEL for identified students. Clarify common understanding that goals are based on individual student strengths and needs, not on available programming options and resources;

Provide training and support for use of the Enrich platform for the development of ALPs;

Develop user manuals for elementary, middle and high school levels for entering ALPs into Enrich;

ALP is considered in planning for post-secondary readiness and decision-making of subsequent programming for students at the secondary level. Train appropriate staff in using the ALP effectively in ICAP planning.



Provide training on developing ALPs that include proper information for identification, strengths, and interests, progress monitoring and programming aligned with standards based achievement goals and affective goals;

Provide training to all facilitators on curricular adjustments, differentiation and modifications specific to GT students;

The GT Program will provide a process for training and supporting personnel assigned with the responsibility for ALP development, progress report meetings and conferences with parents and students.

GT facilitators and building administration receive training on strategies for inclusion of all stakeholders in all aspects of the ALP process, including development and monitoring

All schools use the same process of management of the ALPs in the school cumulative file system, including transferring between grades and school levels

All schools utilize a Transition Plan of Action, including a template to be used during transition meetings between grade levels and schools that include a review of the student's ALP and specific programming needs;

Train GT Facilitators and Liaisons on Transition Plan of Action

Require annual transition meetings between grade level teachers, or GT facilitators and GT Liaisons;

Include Transition Plan of Action in GT Facilitators Handbook and Parent Handbook;

GT Program Specialist sets annual window for transition meetings and GT Program Budget pays for substitute coverage

Develop an audit process for oversight of ALPS on a quarterly basis.

Programming

Durango 9-R will serve Gifted and Talented students in a full-time service model which will provide acceleration and enrichment through differentiated instruction. Instructional and curriculum decisions will be guided by the Colorado Academic Standards and will incorporate 21st century skills as well as the higher levels of Bloom's Taxonomy. Gifted and Talented students will receive an inclusive education within the context of their pluralistic peer community while maintaining regular learning opportunities with their more specific academic peer group.

Primary Service Delivery Model: Cluster Grouping

- Durango 9-R will utilize a Cluster Grouping model, where applicable, in which Gifted and Talented students will be grouped into the same homeroom class. Research shows this model has substantial academic affects (see NGAC position statement on grouping). This is a full-time service model.
- Cluster grouping size will be limited to a group size that does not overwhelm the heterogenous nature of a classroom. Should a grade level GT group be large enough to do so, two GT clusters will be established and placement within clusters will consider specific GT identification.
- Explicit academic differentiation will be provided by the classroom teacher with the support of the site based gifted and talented facilitator and on-going, regular professional development.
- Teachers will group GT students in a flexible grouping model within their classroom, which will also include times of in-class heterogeneous groupings.
- Instructional Strategies associated with cluster grouping:
 - Differentiated instruction
 - Content Acceleration (Curriculum Compacting)
 - Content Enrichment (Curriculum Telescoping)
 - Technology based individualization
 - Student Learning Contracts
 - Flexible grouping



○ Independent Study

Secondary Service Delivery options:

• Math Acceleration Class:

○ Available for students who demonstrate high aptitude in math with the goal of entering middle school in the single advanced math class or double advanced math class. Placement in middle school math courses will be determined by student demonstration of academic readiness via meeting assessment based criteria and teacher recommendation.

○ *Single Advanced:* A student enters a two year accelerated math course in 4th grade designed to cover Colorado Academic Standards from grade 4 through 6. The starting point in the standards would be determined by pre-assessment at the start of the two-year course and course pacing would be dictated by student performance within on-going standard based formative assessment.

○ *Double Advanced:* In 2nd grade, a student would be content accelerated into a 3rd grade GT cluster grouped homeroom during 3rd grade math instruction. Then (Or via content acceleration after 2nd grade), in 3rd grade, the student would join a 4th grade cohort in the 2 year accelerated math course. In 5th grade, if student performance on state and district assessment warrants, the student would stay with the same cohort and take the Single Advanced course at the middle school or opt for Colorado Academic Standards-based on-line math course.

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Single Advanced Route:

Double Advanced Route:

• Language Arts/Science/Social Studies:

○ This will be serviced via the cluster grouping service model and curriculum will be the Colorado Academic Standards.

• Content Acceleration:

○ If a student's assessment performance demonstrates that the student is significantly advanced from his/her GT cluster peer group (defined as regularly out performing all other GT cluster peers in identified GT area) and student demonstrates readiness via mastery of state standards that would be skipped as a result of acceleration (evidenced by a score of 80% or better on end of the year assessments), the student may be content advanced into the next grade level's GT cluster group homeroom for the specific content area. Please note that such acceleration could create discontinuity in a student's schedule.

• Whole Grade Acceleration:

A student may be grade level accelerated into the next grade level's GT cluster homeroom if...

• Student performance assessment demonstrates that a student is significantly advanced from his/her GT cluster peer group in both Language Arts and Math,

• **And**, a score of 'good' or 'excellent' on the Iowa Acceleration Scale is determined

• **And**, a school based team to include the parents, current grade teacher, next grade GT cluster teacher, school counselor, school psychologist, and school administrator reach consent on the accelerated placement.

• Should consensus not be reached by the team, final decision will be made by school administrator. Appeals can be made to the superintendent.

• Social-Emotional Service

○ Students who are identified Gifted and Talented will be monitored by the school counselor and the school MTSS team through school-wide Social-Emotional screens.



- Specific services from the school counselor or other appropriate school-based service providers will be provided as needed through the screening process and/or through teacher/parent referral for services.

Programming for gifted students varies according to the level of staffing at each school. All schools use differentiation within the regular classroom as their main method of meeting the needs of GT students. Additionally, at the elementary level, students can receive a pull-out class that provides support in their identified area. Instruction in these classes is Tier II or Tier III, depending on needs. The amount of time GT students are pulled out for advanced instruction varies by school according to the number of students identified at each site and the amount of GT FTE that school has allocated.

The district purchased advanced materials for teachers to use with these classes (Junior Great Books, William and Mary Curriculum, Jacob's Ladder, Navigator Units, and Project M3) and teachers have been trained on how to use them. Students identified in talent areas receive services in their strength area from that area's teacher, such as the music teacher or art teacher. Students who are identified in General Intellectual Ability either work with the GT Facilitator in a strong, but non-identified area such as Reading or Math, or work on critical thinking.

Affective needs are addressed within these pull-out classes, or sometimes with the school counselor or school social worker. Middle schools use the GT Facilitators for some small group affective work and as resource providers. Students can be pulled for individual or small group work on a specific topic for a short period of time (such as a social skills group or work on perfectionism), or GT Facilitators can work with classroom teachers on improving differentiation. High Schools utilize GT Liaisons who help students with affective needs and ensure that students are planning for college and careers. We have several programs that increase rigor for students in high school, including concurrent enrollment and Advanced Placement (AP) classes. GT teachers at all levels monitor GT students' learning and growth to support students when they might be underachieving. These program options support the collaborative development of the student's ALP. Our district uses the Iowa Acceleration Scales to determine grade-level acceleration placements. We also have a procedure in place for accelerating students in math which begins in elementary school. In middle school, students can take a telescoped pathway which will allow them to study through Algebra I in eighth grade. We also use the state law to allow highly gifted students to enter kindergarten or first grade one year early.

AU Target/s (Future steps to develop or improve this programming element):

Improve differentiation within the classroom (the most common programming option received by GT students) by offering more professional development for classroom teachers.

Students can identify ALP goals and how they are receiving differentiated instruction and support for ALP goals.

Student strengths and interests are incorporated into daily instruction.

Classroom teachers utilize flexible grouping, curriculum compaction, and pre-assessment to effectively differentiate for ALPs

Building principals and GT Facilitators provide support in planning for flexible grouping to classroom teachers.

Students can identify ALP goals and how they are receiving differentiated instruction and support for ALP goals.

Student strengths and interests are incorporated into daily instruction.

Classroom teachers utilize flexible grouping, curriculum compaction, and pre-assessment to effectively differentiate for ALPs



Building principals and GT Facilitators provide support in planning for flexible grouping to classroom teachers.

GT Specialists and district personnel work with GT Facilitators and building principals to provide training and support in curriculum compacting, pre-assessment, and flexible grouping.

MTSS teams include these strategies in planning and implementation of differentiation.

Assessment data measures growth in areas of giftedness.

Programming options support implementation of ALP goals.

The completed survey will provide information that helps the GT Program equitably allocate resources to all sites.

All schools utilize resources to provide resources to meet ALP goals.

Students indicate that progress is being made toward their ALP goals via common district practices.

Students receive SEL services as indicated by the results of Social-Emotional screens.

School counselors discuss GT students and with MTSS teams to determine needs.

Parents identify resources available through the school and district with regard to SEL needs.

MTSS Teams are fluent in strategies to address affective needs of GT students.

Further develop the educators' professional knowledge, skills, and abilities in designing and delivering differentiated instruction in the cluster grouping model with an emphasis on depth and complexity in lesson design.

Conduct a student needs assessment and resource alignment plan to ensure equal and equitable services are provided to each campus and student, especially when students are being accelerated through the standards.

Targets for improving/enhancing this element:

- Further develop the educators' professional knowledge, skills, and abilities in designing and delivering differentiated instruction in the cluster grouping model with an emphasis on depth and complexity in lesson design.
- Conduct a student needs assessment and resource alignment plan to ensure equal and equitable services are provided to each campus and student, especially when students are being accelerated through the standards.

Evaluation and Accountability Procedures

Durango 9-R analyzes disaggregated gifted student performance by sub-groups (e.g., grade range, FRED, ethnicity) to reveal strengths and/or disparities in achievement and/or growth on state and district assessments. Trends are analyzed to define priority performance challenges and to determine root causes of the needs of the gifted students. This data along with annual review of ALPs is used to create and refine action plans to meet the needs of gifted learners in the district. Stakeholders provide feedback at regular Gifted and Talented Advisory Council meetings.

State-assessment GT student data is shared within the district by the GT Specialist. Trends within our district are noticed and evaluated. The GT Specialist shares disaggregated data with GT facilitators to collaboratively develop goals for the District Unified Improvement Plan's GT Addendum. All GT Facilitators in our district have the goal of working with classroom teachers to help them develop competency-based lessons to show advanced classroom performance. All student data is stored in Enrich and can be accessed in schools by the GT Facilitator. GT student growth (achievement and affective) are monitored on Advanced Learning Plans. In addition to the Colorado Gifted Education Review (C-GER), the GT Program conducts its own evaluations. The parent and teacher survey created for the C-GER will be given each year in late fall to determine customer satisfaction with our program. These results will be shared with principals, GT staff, and the Gifted and Talented Parent Advisory Council (GTPAC). GTPAC meets the second Wednesday of each month beginning in



September. We have a goal of having representatives from each level of teaching staff (elementary, middle, and high), administration, parents, and our community. This group works on a different topic for a year or two, developing a plan for improvement in that area. The goal for 2016-2018 has been to make the ALP a living document. The council decides at the end of each phase what the next focus will be.

AU Target/s (Future steps to develop or improve this programming element):

Durango 9-R will improve its use of formative assessments for academic and affective standards to monitor and improve instruction for GT students

Monitor GT Students by the school counselor and the school's MTSS team, utilizing school-wide Social-Emotional screens aligned to 9-Rs Mindsets and Behavior Standards.

Disaggregated state and district assessment data will be used to generate collaborative, reflective feedback from the advisory council in relation to our key actions in the Gifted and Talented action plan(s) on a quarterly basis.

Personnel

The ESS Director, Marcy Lawrence, holds a dual license for Director of Special Education and Gifted Education, and is the Director of the Durango AU.

All GT staff are certified teachers or counselors, not classified staff. The GT Specialist is pursuing an Endorsement in Gifted Education with UNC. Professional Development is offered primarily through CDE. Durango 9-R also works to provide specific training designed mainly for classroom teachers working with gifted students. The GT Specialist is responsible for providing training all new staff on the identification, programming, and record keeping tools used in the district. With state and local resources, the district has provided trainings on instructional materials used with gifted learners in our schools.

Responsible Personnel:

- **Instruction:** Provided by the classroom teacher trained in cluster grouping methods and differentiated instruction. Additionally, instructional extensions are delivered by the 9-R site-based gifted facilitator in conjunction with the classroom teacher.
- **Counseling:** Provided in partnership between the 9-R site based gifted facilitator and the school counselor.
- **Coordination of Programming:** The site based gifted facilitator in conjunction with the district director, district specialist, advisory council, and school leadership.
- **Management of the program plan and professional development:** District Director of Exceptional Student Services

Personnel instructing gifted students meet the requirements for highly qualified teachers and professional development for those teaching gifted students is developed around differentiated instruction, depth and complexity, and meeting the social-emotional needs of gifted learners.

Targets for improving/enhancing this element:

- Frequently communicate with school leaders to inform them of professional development opportunities to develop the classroom teachers' capacity to meet the needs of gifted learners. Gifted Education Facilitators will work with the school leaders to recognize key personnel to participate in professional development opportunities.

Allocate funds in the annual budget for Gifted Education Facilitators and key personnel to participate in professional development related to gifted programming.



Budget

For the 2016-2017 school year an Administrative Unit Budget has been filed. All allocated funds align with the key requirements. Furthermore, the budget will be used in alignment with the district UIP and action plans aligned with meeting the need of every student, including the gifted learners in our district. The current budget reflects

- \$4,845 in State Gifted Education Funds (SGEF) and \$91,614 of AU resources for licensed staff salaries for those primarily serving gifted students.
- \$30,034 in SGEF allocated for Professional Development for gifted education
- \$5,500 in SGEF and for activities associated with instruction for gifted students
- \$10,190 in SGEF and \$1,000 of AU resources for instructional materials to support gifted programming

Targets for improving/enhancing this element:

Continue to use data-based decision making to appropriate funds to meet the needs of learners.

Reports

All required plans and documents will continue to be filed by the Director of Exceptional Student Services. Accurate records as outlined in the requirements will continue to be provided in the Data Pipeline report.

Targets for improving/enhancing this element:

- Intentional data analysis and reflection aligned with the UIP Gifted Addendum will be used to create actionable plans with the advisory council throughout the year. Conduct bi-weekly meetings with student information services personnel to ensure accurate records are kept and communicated through data pipeline.

Record Keeping

Record keeping of resources and student ALPs is kept in alignment with Durango 9-R policies. The Exceptional Student Services department works closely with the finance department to conduct needs assessments, allocate funds, and keep inventory records of Gifted and Talented Education expenditures/resources. ALPs are housed in Enrich and Alpine Achievement Student Data Management Systems, in the cumulative folder, and are transferred from one school to the next in a collaborative ALP transition meeting. Records are maintained, retained, and destroyed consistently with the student record keeping systems of the district. As with all student information, discretion and legal practice is used to protect confidentiality of gifted and talented students.

Targets for improving/enhancing this element:

Research possibility of appropriately merging the ALP documents between two student data systems, Alpine and Enrich, to ensure clear communication of the plan to all educators while protecting the confidentiality of the student.

Procedures for Disagreements

Parents may appeal a decision by asking for the reconsideration of the results of any part of the identification process which would include the following: screening procedure or assessment instrument (which results in identification); the scheduling of children for assessment; the placement



of a student in any program; receipt of services; and ALP components. Parents should submit a letter to the Principal outlining the nature of the concern, and with supporting documentation attached.

In an identification appeal, the parent must provide evidence that the child's knowledge, skills, and abilities are superior to those demonstrated and measured by school personnel. Testing from an outside source will be considered, but Durango School District 9R is not responsible for any costs incurred if a parent chooses to obtain information this way. The Principal and/or the Director of Exceptional Student Services will convene a meeting with the parent/guardian, and the appeal committee to review the appeal request. The Principal will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.

Placement decisions are reversed in instances where extensive documentation is presented providing significant evidence that the child's knowledge, skills, and abilities are superior to those measured by school personnel. The decision of the appeal committee is final.

Targets for improving/enhancing this element:

Ensure that appeal processes are included in handbooks and that new principals/gifted education facilitators are familiar with the process and their role in serving the family/student in case of an appeal.

Monitoring

As reflective practitioners and collaborative partners with our families, we consistently monitor our annual plans as a means of ensuring alignment with laws and of improving student outcomes and performance. As a result, intentional efforts have been made this year to ensure equal and equitable services are available to every student who needs advanced learning services. Additionally, as a result of our monitoring and improvement planning, professional development and resources that align with cluster grouping and differentiated instruction will be further developed and offered for the success of the educators and the students.

The Durango 9-R School District complies with monitoring rules and laws. All required reports and plans are submitted to CDE for review. Durango 9-R has completed one Colorado Gifted Education Review and was found to be out of compliance in 9 areas. Durango 9-R will create, file, and implement a UIP Gifted Addendum each year that address opportunities for growth identified by the C-GER. Annual enrollment is monitored after the October count to determine the number of ALPs in Enrich. Performance reports will be monitored through disaggregation of state-level data and local data housed in Enrich progress monitoring records during monthly, school level MTSS meetings, and quarterly district-wide GT PLCs, which will then be shared with the GT PAC and the DAAC. Durango 9-R has created a robust action plan for addressing identification, ALPs, and programming in the next 8 months.

Targets for improving/enhancing this element:

Refine the data-based planning and decision making processes used with the advisory council so that the mission and vision to serve all of Durango 9-R's gifted and talented learners successfully is clearly communicated, monitored, and achieved consistently.