



## Administrative Unit

<b>Administrative Unit name:</b> Adams-Arapahoe 28J, Aurora - 03060	<b>Region:</b> Metro	
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**Name of Superintendent:** Rico Munn

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

**AU Description:**

The Gifted and Talented department communicates with all stakeholders in the Administrative Unit, who are involved in gifted education, in a number of ways. There are written materials, web-based access to information and services (<http://agate.aurorak12.org>), which are available in multiple languages. The GT department, along with each school, provides parents and students with information and support to advocate, communicate and collaborate in educational programming and Advanced Learning Plan (ALP) development. The GT department also provides data regarding gifted student learning and growth to all stakeholders.

A. Information is communicated to educators in the following ways: District GT website(<http://agate.aurorak12.org>)

GT updated brochure

GT updated parent handbook



GT updated educator handbook

Annual report to the board of education Infinite Campus and Enrich

ALPs

Individual Career and Academic Plan (ICAP) 4th, 5th, 6th-12th grades Student's Cumulative File

Year-round professional development opportunities, including ESSA training for induction programs for teachers to obtain their professional license.

100% of the schools have GT information on their individual websites (update our website) the following ways: District AGATE website

GT updated brochure (on the website or a hard copy is available)

GT parent handbook (on the website or a hard copy in available)

Access to and input in the identification process and in the development of the Advanced Learning Plan (this includes student and parent signatures on the ALPs). Students, at the secondary level, design their ALPs with guidance from classroom teachers, building GT leaders and GT TOSAs.

ICAP and ALP Blend

Parent/teacher conferences Parent letters

Attendance at SENG-type (Supporting Emotional Needs of the Gifted) Parent Support Groups

Early Access for families

Informational meetings about the gifted school, Aurora Quest Academy 100% of the schools have GT information on their individual websites

Updated GT website

Opportunities to attend gifted professional conferences/workshops

**AU Target/s:**

Revise the GT administrator/educator handbook

Continue to update and include new links and resources on the GT district website.



Develop a quarterly parent newsletter

Create a APS SENG-type group for parents

## Definition of “Gifted Student”

Definition:

"Gifted and talented children" means those 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.

**High Potential Learners:** In our district we have many students who may not be identified as gifted, but who demonstrate advanced potential as learners, leaders and producers. They, too, need appropriate programming including the opportunity to work

with rich and demanding curriculum that can bring to the surface potential and promise.

Note: Aurora Public Schools is in the process of adopting the state definition to include visual arts, performing arts, musical and psychomotor abilities by fall of 2016. In addition, APS is in the process of developing identification rubrics, ALP and programming options for all areas in the definition.



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

### AU Description:

Aurora Public Schools is dedicated to meeting the needs of every student by offering standards based educational opportunities appropriate to each child's ability. Accordingly, Aurora Public Schools is committed to providing for the unique needs of the high potential and gifted learner.

### Demographics:

Fall 2016

Ethnicity	District	GT
Native American	0.7%	0.7%
Asian	4.9%	8.7%
Black	18.9%	11.7%
Hispanic	54%	35.7%
White	16.3%	35.8%
Native Hawaiian/Pacific Islander	0.7%	0.9%
2 + Races	4.6 %	6.6%

Based on the data, areas for improvement are in our overall identification of our diverse population in Aurora Public Schools. The GT team will continue to support identification in under-represented populations of students with an equity focus and with the use of equity practices.

- The administrative unit's identification procedures, referral procedures and sources of referrals are as follows:

**Rationale:** Using the definition as our guide, the purpose for the identification and referral process is to match students' academic and affective needs with specific educational services that will afford them the opportunity to demonstrate academic growth. The emphasis should not be on the "gifted" label, but on student learning needs. A comprehensive range of services will be provided to ensure equity district wide.

### Phase A. Student Search

This involves the active search for students who perform or show potential for performing at exceptional levels when compared with others of their age, experience, or environment.

The MTSS process (Multi-tiered systems of support) is used to help refer students for GT. The search is ongoing and can involve any knowledgeable person: school staff, parents/guardians, peers and/or self. Included in this phase are students in grades pre-K through 12. Particular attention should be given to potentially gifted students from culturally diverse, economically disadvantaged or disability populations during this process. These students have historically been overlooked and under served in gifted programs. (Minority Students in Special and Gifted Education, National Research Council, 2002.) All second graders and 7th graders in the CogAT 7 pilot are universally screened in the fall. Additionally, all second graders not in the pilot are screened using the NNAT. Transfer students who have been identified for services in another district are eligible for services in Aurora Public Schools. Student achievement/performance data will need to be collected for an appropriate service options match.

### Phase B. Nomination

Nominations can be received from any knowledgeable person: school staff, parents/guardians, peers and/or self. Once a student is nominated and parents are provided with information, supporting evidence is gathered from teachers, parents, and students to aid in determining student's strengths,



needs, and services. Cognitive testing (CogAT or Naglieri) will be administered as part of the Body of Evidence. Information collected will be directly useful to identification and service options match. The Student Nomination Form is used to guide the evidence collection in the areas of student aptitude, achievement, performance, behavioral characteristics, interests, and motivation. Translations are available as needed.

#### Phase C. Recognition/Identification,

Each school has identified a GT leader or committee to serve as an identification team, making decisions regarding the need for special services based on the evidence collected during the nomination phase. Students are identified for high potentials/gifted programming using multiple criteria including research-based, culture-free assessments as endorsed by the district. Potential assessments endorsed by the state may include; SIGS, Torrance Test of Creative Thinking, Musical Aptitude Profile, juried Performance Assessment with normed rubrics, and portfolios with normed rubrics. According to Mary Ruth Coleman, Ph.D., University of North Carolina, "Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration. e.g., a child who has outstanding grades in math and high math test scores should not be denied consideration for placement in advanced math based on a low IQ score. Recognition of potential does not automatically mean identification as gifted; what it does demand is that an appropriate educational response be made."

#### Phase D. Service Options Match

This is the actual matching of the student with the appropriate service delivery options. Programming decisions are made based on the evidence collected during the nomination phase. The level of differentiation needed and the area of high potential/gifted ability will determine the appropriate services for each student. With the new categories for identification in Talent areas programming may need to be supported by community resources and partnerships. A list of these partnerships and programs (along with available financial aid will be published in the Programming section of the Gifted and Talented website and will be made available to all schools through the GT leader or team).

#### Phase E. Review Service Options Match

GT students' growth and achievement is closely monitored. Students will have an annual ALP review to determine the appropriateness of his/her differentiated services. However, a review may occur at any time, as needed. Student progress will be recorded and shared with parents. Conferencing will be necessary for a change in service options.

(Resource: Mary Ruth Coleman, Ph.D. and Sneha Shah, B.A. Project U-STARS. Funded by Javits federal grant (OERI). 2001)

- All 2nd graders are universally screened using the Naglieri. Our primary tools for identification are the Naglieri, CogAT, and WPPSI-3. All students, from pre-school through grade 12, can be nominated and given one of these assessments as part of the body of evidence. Musical Aptitude Profile is being evaluated as a music screener as well as identifier.

The body of evidence includes the following:

- Aptitude Tests
- Traits, Attributes and Behaviors as observed by teachers, parent/guardian, student
- Interest and Motivation
- Achievement/Performance



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- Student work
  - Juried Performance Assessments
  - Portfolios
  - Language Acquisition History
  - MTSS interventions that have been used with the students
  - GT Team Decision

Review Team Procedures are as follows:

GT students' growth and achievement is closely monitored. Students will have an annual ALP review to determine the appropriateness of his/her differentiated services. However, a review may occur at any time, as needed. Student progress will be recorded and shared with parents. Conferencing, which includes input from all stakeholders, will be necessary for a change in service options. ALP goals are reviewed at the end of the year.

- There are methods by which procedures and information are clearly articulated for equal and equitable access to identification. The AU communicates this information through the GT website, the GT brochure and the GT parent handbook. Parents and staff from each building will receive information when nomination and testing will occur. After the initial nomination, parents are made aware of the assessment process, the gifted determination, and development and review of the student's Advanced Learning Plan (ALP) throughout the identification process. Through a letter and/or phone call, parents are involved with the team's decision and a copy of the ALP is sent home for review and a signature is obtained from the parents and the student. Parent and student input is highly encouraged. Parents keep a copy of the current ALP. Each year parents are notified when their child's ALP needs to be reviewed.
- The traits, attributes and behaviors surveys, in addition to the nomination form, allow for a variety of strengths and interests to be recognized and used to guide individual programming.
- Through professional development opportunities, teachers are trained to recognize and respond to the characteristics of diverse learners and English Language Learners (ELL) students; increasing the number of identified GT students from under-served populations (economically disadvantaged, ethnic and cultural minorities, or with disability). Teachers are consistently reviewing district data, ACCESS scores, rapid language acquisition, running records, CMAS and student work. Use of culture-free assessments and data as endorsed by the district will ensure equal and equitable access to all students.

#### **AU Target/s:**

Aurora Public Schools will increase our identification with our under-represented populations of students by 1%.

- Aurora Public Schools will continue to look at the rate of English language acquisition by ELA students to facilitate GT identification.
- Aurora Public Schools will actively identify in all 14 areas.
- Use the new Cogat 7 on-line screener

Develop rubrics to assess for Music, Art, Psychomotor and Performing Arts Professional development to address identification with second language learners.

- Continue to provide professional development around the traits, attributes and behaviors of gifted students in under-served populations
- Adopted norm-reference rating scales to be used in Talent areas
- State Performance Plan indicators relevant to programming.



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100% of administrative units will declare and could implement at least one method of Tier II and Tier III programming to serve each category of giftedness as appropriate for individual gifted students.

100% of APS schools will implement ALPs as a blended plan with the ICAP or as a separate individual ALP.

Colorado will have a policy or guidelines for acceleration.

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## Advanced Learning Plan Content, Procedures and Responsibilities

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### **AU Description:**

The Gifted and Talented department offers a variety of programming options to address the needs of high potential and gifted students at all levels. The MTSS framework guides the instructional decisions in meeting the needs of all learners. Each building is developed in how to program for each high potential and gifted student. For students whose needs cannot be met in the traditional classroom setting, Aurora Quest Academy, the gifted magnet school, may be a recommended option for that student.

A. The approach used to implement programming components includes the following:

1. Delivery of Services

A continuum of services is available to all gifted students through the implementation of the Advanced Learning Plan. The level of services is determined by the academic/affective needs of the student (see attached Advanced Learning Plan and Dropdown Menu sheet). In Aurora Public Schools, there are students who may not be identified as a gifted learner, but who demonstrate high potential as learners, leaders and producers. They, too, are given appropriate programming to meet their needs, interests, and strengths.

2. Options for curriculum and instruction

During the identification process, supporting evidence is gathered from teachers, parents, and students to aid in determining student's strengths, needs, and services. Information collected is directly useful to identification and service options match.

Assessment data used includes the CogAT, Naglieri, BAS, Kathy Richardson math assessments, MONDO assessments, Investigations end-of-unit assessments, place value assessments, interim assessments, ACCESS scores, SIGS, Torrance, MAP, CMAS scores, report card grades, writing samples, student interest inventories, juried performance rubrics in Talent areas, portfolios, parent surveys, gifted behavioral checklists, and any other student related evidence. This data is used in determining services that best meets the student's academic and affective needs.

The options for curriculum and instruction are listed on the Advanced Learning Plan and the Dropdown Menu sheet (see attached). These forms are used in the discussion when developing and updating ALPs. Each building has a person(s) assigned to oversee ALPs (ALPs) for identified gifted students.

Currently, the GT department and the Specials Department are working collaboratively to determine programming options for giftedness in visual arts, performing arts, music, and psychomotor abilities. Resources are being identified and community partnerships established to service GT students in areas of talent that are not supported in schools. These resources are being developed in collaboration with Post-secondary Workforce.

3. Social-emotional guidance/post-secondary /workforce readiness planning:

Affective guidance and counseling support systems for gifted students are available in Aurora Public Schools. These include opportunities for work in managing stress, understanding perfectionism,



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reversing under achievement, goal setting and using books for bibliotherapy. Facilitators include classroom teachers, counselors and peers.

Pre-collegiate or pre-advanced placement support systems that are available to gifted students include honors classes, advanced placement classes, International Baccalaureate Programs, pathways/institutes, internships, digital badging, and STEM/STEAM.

A post-secondary option available to gifted students is concurrent enrollment (Community College of Aurora, Aurora Public Schools Ascent Program, and Pickens Technological College)

C. The ALP development and review process is as follows:

Each school has an GT committee to serve as an identification team making decisions regarding the need for special services based on the evidence collected during the nomination phase. Students are identified for high potential/gifted programming using multiple criteria including research-based, culture-free assessments as endorsed by the district and state.

GT students' growth and achievement is closely monitored. Students have an annual ALP review to determine the appropriateness of his/her differentiated services. Student progress is recorded and shared with parents.

Any student, who is new to Aurora Public Schools, goes through a process to review the information in the student's cumulative folder, which includes test scores, and other identification information from the previous school.

Students are placed in cluster classrooms with teachers who receive support and professional development by GT TOSAs. Building GT teams are involved in the designing of an ALP. A hardcopy of the ALP is housed in the student's cumulative file and all ALPs, currently, can be viewed in Enrich.

D. ALPs and Individual Career and Academic Plan:

In Aurora Public Schools, ALPs and the ICAP may be blended at the secondary level. All counselors at the middle school and high school levels, the GT TOSAs and the classroom teachers will be given the necessary training in how to blend the ALP and the ICAP together and on-going support will be offered. There will be professional development that will focus on the elements of the ALP and how it relates to the ICAP and the needs/programming for gifted students.

E. The transition/articulation procedures for gifted students:

Students begin to register for classes in February for the following year with teacher recommendation and approval for the course. There is also input from teachers, students and parents. This process continues through the beginning of the following school year in order to use other assessments, including the use of CMAS results, in making these class recommendations.

During the transitions from school to school or within the same school, the ALP guides the programming for the following school year. At the end of each school year, the GT department notifies the receiving school about identified students so that each student's needs are continually addressed.

All student data is housed in Infinite Campus, Enrich, Naviance, etc. for teachers, counselors and administrators to use in making appropriate placement and programming decisions.

**AU Target/s:**

Continue to support the affective needs of identified gifted students to include self-advocacy, stress management, social skills training, understanding giftedness, and early college and career planning.

Encourage students to participate in a pathway that is designed to meet their interests and strength area and seek out mentors in their communities.

Plan for programming in all categories of giftedness, including creativity, leadership, visual arts, music, psychomotor abilities and performing arts.



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Continue to improve means by which articulation and transition of gifted students is planned and implemented, especially at level changes (5th to 6th, 8th to 9th).

Continue to expand programming components, and options available to all gifted students.

Continue to provide professional development opportunities to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students. These may include, but not limited to:

Advanced use of technology and research Affective education

ALPs and ICAPs

Conference attendance (CAGT, Beyond Giftedness, NAGC) Equity and culturally responsive pedagogy

Project based learning or other high level project options Gifted best practice

Identification and programming for the Visual Arts, Performing Arts, Musical, and psychomotor

Junior Great Books

SENG-type parent groups

Student discussion groups

Specific site-based professional development opportunities Study of "advanced" student work.

Visitations to gifted schools or other sites or districts William and Mary Curriculum

State Performance Plan indicators relevant to accountability.

100% of administrative units will be successful in identifying and moving towards gifted student achievement/growth targets.

100% of administrative units will accomplish priorities set through the Colorado Gifted Education Review (C-GER).

### **AU Description:**

#### **A. Differentiated instruction including acceleration and instructional strategies:**

Key differentiated instructional methods used in the GT programming include flexible grouping (e.g. cluster grouping, cross grade level grouping, and APS Quest K- 8 School), content acceleration (e.g. curriculum compacting, grade skipping, dual enrollment) and content sophistication (e.g. critical thinking skills, Blooms Taxonomy, advanced level content, depth and complexity, DOK, rigor) Cluster grouping is recommended at elementary and middle school levels. This allows students to interact with a peer group with similar strengths, needs, and interests.

During the identification process, acceleration plans are considered for every identified student. If a student requires grade skipping, a set of criteria is considered and the Iowa Acceleration Scale is used. Other acceleration options include, but are not limited to, curriculum compacting, tiered assignments, telescoping, early entrance, concurrent enrollment, etc.

The programming options and needs for high potential and gifted students are articulated through the use of vertical team meetings; end of the year class placement lists, GT leaders and team review, and information that is located in Infinite Campus and Enrich.

See attachment entitled, Retention, Promotion and Acceleration of Students

#### **B. Options available that serve an identified area of exceptionality, advanced placement, concurrent enrollment and referrals for community support systems:**

To help facilitate early college planning for gifted students 4th grade students are creating plans in Naviance. This includes an interest inventory and career and academic goals that are revised each year to 12th grade. The ICAP is developed to make sure that every gifted student is given opportunities to match their needs, strengths and interests towards post secondary and career options.

Mentoring, job shadowing and other contextual learning opportunities.

STEM/STEAM, Arts and Communication, Business, Health Sciences are pathways that are offered in Aurora Public Schools which provide a series of elective courses. Aurora Public Schools provides



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students with the opportunity to earn industry certificates through each pathway. In addition to pathway courses students may take concurrent enrollment courses, and Advanced Placement courses, as opportunities for gifted students.

APS has a program called Accelerating Students Through Concurrent Enrollment (ASCENT). This allows high school students who earn 12 hours of college credit by senior year to qualify for a fifth year of education where the student is enrolled full time at the Community College of Aurora. See attachment entitled, Pathway Courses

## Programming

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ALP goals are written in the student's area of academic or talent strength. ALP goals are usually written in the student's area of affective need, although strengths such as leadership potential may be addressed as well. SMART goals are written and strategies are identified that directly address these goals. These may involve a variety of supports, as needed, that may be vertical aligned (as with acceleration) or require a complementary/collaborative effort among staff (as with counseling). ALPs at the elementary level are written with student and teacher input. Sometimes, students at the secondary level write ALP goals after dialoguing with teachers, and then enter the same or similar goals into their ICAP. Parent input into goals usually happens during parent conferences, since translators are available then. Secondary students are given opportunities to participate in honors classes, AP classes, IB classes (at certain schools), and concurrent enrollment through ASCENT.

## Evaluation and Accountability Procedures

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Elementary, Middle and High School

### **ACCESS**

ACCESS addresses the Colorado English Language Development Standards. ACCESS measures the four areas of language proficiency: listening, speaking, reading and writing. In addition, a comprehension score is calculated from the listening and reading items. The federal Every Student Succeeds Act (ESSA) requires all English Language Learners (ELL) students in grades K-12 to be assessed in language proficiency so that their annual yearly progress can be monitored.

The ELA continuum is a tool developed by APS to serve as a guide for teachers. The continuum outlines the development of language acquisition in the four areas of listening, speaking, reading and writing. Teachers are able to use the information from the continuum to determine at what stage an ELL student is at in any of the four language acquisition areas. With this information, a teacher can better direct instruction to the needs of the individual student.

Elementary

### **Fountas and Pinnell Benchmark Assessment System (BAS)**

The BAS is a reading inventory that allows teachers to gather immediate data on students. This data can then be analyzed to guide instruction in a way that is more beneficial than many other assessments students take.

Elementary, Middle and High School

### **MAP Assessments**

MAP data is used to measure student growth, identify "level" of ability and inform intervention strategies. MAP helps pinpoint where students are ready for advanced learning and where they may



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need support. MAPs are given to all gifted readers who perform "higher" than the BAS levels are able assess.

#### Elementary

##### Math Curriculum Investigations Assessments

The K- 5 pacing guides indicate which investigations assessments are used across the district for each unit. Examples of proficient student work and rubrics for these assessments are available.

#### Elementary

##### Math Place Value Interview

The APS Place Value Interview was created to help teachers monitor individual students' growth in place value understanding. This interview is based on research and was developed by district math coaches and teacher leaders in the Aurora Public Schools.

Information gathered during this interview can be recorded on the Place Value Continuum.

#### Elementary, Middle School

##### Math Rational Number Interview

The Rational Number Interview is a one-on-one oral interview designed to determine where students are in composing and decomposing whole numbers and in their understanding of rational numbers. Although it was designed to support secondary teachers, it contains content that is grade level appropriate for elementary students

#### Elementary, Middle and High School

##### Ongoing Formative Classroom Assessments

Formative assessments occur during the learning process and provide information to both teachers and students that enable them to make adjustments to increase learning.

#### Elementary, Middle and High School

##### **Reading, Writing and Math Acuity Assessments**

Acuity assessments are 50-60 minute assessments that will be given 3-4 times a year to students in grades 3-10 in Language Arts and Mathematics. They are in a format similar to CMAS with both multiple choice and written (constructed) responses. The most significant difference between Acuity and CMAS assessments is that Acuity assessments are not secured. Teachers are able to use the test results down to the item level to determine where students are and where they need to be relative to district targets. Acuity assessments align to the district benchmarks and curriculum maps at each grading period and report student level proficiency.

#### Elementary

##### **Reading Curriculum Mondo Assessments**

Mondo Assessments - The Mondo literacy program utilizes an eight-part assessment battery for pre-testing and post-testing of students. Pre-testing information provides insights into starting points for teaching and learning for all students and forms the basis of all teaching decisions - for individuals, groups, and whole class. The post-testing information helps teachers assess whether instruction has resulted in students meeting targeted outcomes.



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## Elementary

### Reading Running Record Assessments

Running record assessments are used to assess students reading growth every three weeks.

#### AU Description:

1. The methods used to ensure that gifted student achievement and reporting are consistent with accreditation requirements include collecting, analyzing and using gifted student performance data to identify gaps between achievement and potential. The following assessments are used to monitor gifted student achievement and growth:

- ACCESS
- CMAS
- Fountas and Pinnell Benchmark Assessment System (BAS)
- MAPs Reading and Math Assessments
- Math Curriculum Investigation Assessments
- Math Place Value Interview
- Math Rational Number Interview
- Ongoing Formative Classroom Assessment
- Language Arts and Math Acuity Assessments
- Reading Curriculum Mondo Assessments
- Reading Running Records

Whole district gifted student data is disaggregated annually for CMAS to determine gaps in achievement, excellence, and demographics.

Advanced Learning Plan (ALP) goals are reviewed annually and monitored and revised by GT teams at every site throughout each school year as needed. Affective growth is monitored with methods that are specific to each student's ALP and/or ICAP. These may include, but are not limited to: student journals, pre- and post- surveys, student demonstration, projects and presentations, etc.

1. Student data is the best indicator of program success. Using the assessments mentioned above, growth and achievement evidence is collected and analyzed. Discrepancies and gaps in achievement lead to administrative goals. Schools have multiple opportunities to provide feedback to the GT department through GT leader meetings, GT leader surveys, individual teacher feedback and ALP meetings. Parent feedback is received at any time during the year through one or more of the following: parent/teacher conferences, consultation meetings, accountability committees, SENG participation, and GT parent night. Informal feedback from GT leaders, administrators, classroom teachers, parents and students is accepted and encouraged to assist in the evaluation of gifted programming.

2. Stakeholders are kept informed of gifted student's achievement and growth data through CMAS reports, individual school's disaggregated assessment reports, individual ALP progress toward goals, report cards and teacher conferences.

#### AU Target/s:

Increase the analysis and use of disaggregated data to better evaluate our programming. Include all groups (e.g. exceptional ability, students with disabilities, English language learners, ethnicity, gender)

Use electronic surveys to gain more consistent and accurate feedback from Administrators, GTLeaders, students, and parents

Schedule for periodic feedback and revision of gifted policy, identification process, programming components, personnel, budget, etc.



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## Personnel

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### AU Description:

#### Personnel:

The Director of Exceptional Student Services, Coordinator of Gifted and Talented, and the GT Teachers on Special Assignment (3) are responsible for the coordination of the district GT identification and programming. Combined, the staff has over 86 years of experience in gifted education, multiple degrees, Masters and certificates. One TOSA has a Masters degree in Gifted Education. The Coordinator and one TOSA have Masters degrees and endorsements in Gifted Education.

Personnel responsibilities include, but are not limited to:

Accept feedback, guidance and training from stakeholders, Administrators, District Directors, The Gifted Education Regional Coordinator for CDE and CGER Teams Assist in grant writing at school and district levels.

Assist in managing the GT budget.

Assist in writing and monitoring all gifted students' ALPs.

Attend NAGC, CAGT, Director and Metro area meetings and professional learning Attend RTI Instructional Support Team (IST) meetings for Twice Exceptional, underachieving or accelerating students.

Collaborate with other departments.

Communicate on a consistent basis strategies and ideas for teachers of gifted.

Consult with parents.

Continue to build school resource libraries.

Coordinate and evaluate programming at the district level. Coordinate Universal Screening efforts.

Co-plan with cluster teachers

Monitor District and school identification and achievement data.

Provide GT leaders with resources, information and tools to help identify and serve under-represented populations.

Provide substitutes to help facilitate GT leader responsibilities and classroom teacher professional learning.

Provide support to the staff at Aurora Quest K-8 Gifted Magnet School.

Provide support, training, and resources to building personnel, including classroom teachers, who work with the gifted students. (This includes conferences, workshops, graduate level classes, and job-embedded professional development). Topics include, but are not limited to gifted best practice, characteristics of gifted, affective education, etc.

Provide/revise GT tools, forms and resources (e.g. Advanced Learning Plan, GT handbook).

Support the administration, scoring and recording of GT assessments. Support after school enrichment opportunities.

Support and monitor the coordination of programming in schools. Train GT leaders on Enrich.

Work with counselors to support gifted students' ALP goals and affective development.

Work with counselors to support the inclusion of ICAP goals in ALPs.

Support GT leader responsibilities including, but are not limited to:

Feedback, guidance, and training from stakeholders, Administrators and the GT TOSA assigned to the school.



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Attend RTI Instructions Support Team meeting for Twice Exceptional, underachieving or accelerating students. Build the capacity of their staff to better identify and serve gifted and high potential learners.

Consult and communicate with the parents of nominated and identified gifted students.

Coordinate the identification process for their school.

Keep Administrators informed about GT identification and programming in their school.

Monitor ALP and/or ICAP goals and strategies.

Monitor the diversity of their nominated and identified students. Participate in district and school level professional development. Facilitate SENG-type parent groups as well as student discussion groups Serve as experts in gifted education in their school.

Serve gifted students in after school enrichment opportunities, Native English blocks, as they are able.

Share data with parents and accept feedback and input into ALPs. Support classroom or cluster teachers.

Test or supervise testing of nominated students.

Write ALPs for and with gifted learners in collaboration with teachers, parents.

School counselors responsibilities include, but are not limited to:

Attend RTI Instructional Resource Team meeting for Twice Exceptional, underachieving or accelerating students

College and post-secondary planning

Consult and communicate with parents of identified students. Coordinate affective education for gifted students (as available). Counsel gifted students with significant social emotional needs.

Support classroom or cluster teachers as necessary.

Write ALPs and/or ICAPs for and with gifted learners in collaboration with teachers, parents.

Paraprofessionals serve in supportive roles, but are not primary instructional providers. APS does not use state gifted education funds to pay paraprofessionals.

### Professional Learning

APS does not require personnel to have the gifted education specialist endorsement if working in leadership, resource or special programs for gifted students. That said, all personnel who work with gifted students are targeted for professional learning. (See below for specific opportunities)

The plan for increasing qualified personnel to facilitate the learning and growth of gifted students is to build the capacity at every individual site. Based on student data, the professional development opportunities that are offered may be site-based, district-wide, or outside the district and include, but are not limited to, the following topics or learning opportunities:

Advanced use of technology and research on affective education

ALPs and their relationship to ICAPs

Conference attendance (CAGT, NAGC)

Equity and culturally responsive pedagogy

Project based learning or other high level project options gifted best practice

Identification and programming for the Visual Arts, Performing Arts, Musical, and psychomotor

Junior Great Books, SENG-type parent groups

Student discussion groups

Specific site-based professional development opportunities. Study of "advanced" student work.

Visitations to gifted schools or other sites or districts.



APS is currently collaborating with The University of Northern Colorado. The teachers at Aurora Quest Academy, K-8 and several other teachers from the district have been afforded the opportunity to earn Master’s degrees, endorsements or certificates in gifted education. This opportunity will be on-going and teachers of gifted will be highly encouraged to participate each year.

**AU Target/s:**

100% of the GT Department will provide professional learning opportunities to enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction to high potential and gifted students

**Budget**

**AU Description:**

Aurora Public Schools is proposing the following budget for 2014/2018. This budget reflects collaborative efforts within the administrative unit and goals stated in this plan. The funds requested will be used for salaries for GT resource teachers, professional development and trainings relating to gifted education, and supplies and materials used in the identification and instructional programming for gifted students. **Salaries for Certified, Endorsed, or Licensed Personnel**  
**Salaries and Benefits for 2.5 TOSA's and .5 Coordinator**

- 58,856.00 TOSA salary
- 19,745.00 benefits
- 64,930.00 TOSA salary
- 21,108.00 benefits
- 83,012.00 TOSA salary
- 24,884.00 benefits
- 23,588.00 .5 coordinator salary
- 7,752.00 benefits

- 230,356.00 Total Salaries
- 73,489.00 Total Benefits
- 6,000.00 Purchased Professional Service - for professional learning
- 60,000.00 Certified Subs to train GT leaders from building in best practices
- 9,500.00 Employee Training
- 5,000.00 Travel to state and national GT conferences
- 2,000.00 Mileage for GT Tosa's and coordinator to support schools
- 7,000.00 Supplies
- 3,500.00 Food for all day trainings
- 1,750.00 Books and Periodicals for GT leaders
- 1,500.00 Electronic Media Materials
- 7,000.00 Non-capitalized Equipment
- Total Projected \$407,095.00**

**A**

**Universal Screening and Personnel Grant 2016-17**

**.5 GT Coordinator Salary: \$34,893 Benefits \$17,975 Assessment Materials \$12,806.00**



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- Aurora Public Schools will continue to provide professional development opportunities to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students. APS will use a more collaborative process to assess the needs of teachers.

## Reports

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APS submits a gifted addendum to the UIP annually and complies with accreditation requirements. APS also has a budget on file with the State. Accurate records are maintained on gifted students that are received through the Data Pipeline. These records reflect information on the student that includes grade, gender, ethnicity, FR, area of giftedness, whether or not the student is 2e or Early Access. The percentage of students who are gifted in APS is accurately reflected in the records. Personnel who are serving in gifted students are qualified personnel.

## Record Keeping

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Confidentiality practices for GT student files are aligned with district practices. ALPs are housed in CUM files as well as Enrich. Financial records are also kept in accordance with accounting practices.

## Procedures for Disagreements

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Processes for resolving disagreements regarding GT identification and programming are posted on the APS Gifted and Talented website and are included in the materials given to GT leaders and teams in schools. Opportunities for discussion and input from parents, in addition to who and how parents are notified of final decisions, is outlined in these materials.

## Monitoring

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APS complies with state and federal laws as they pertain to the identification and services of gifted students. Comprehensive Plans are monitored in order to ensure implementation. Gifted education in APS will comply with state review and will address actions to correct any areas of non-compliance. The GT Team has thoroughly reviewed the results and recommendations from the last CGER review and has addressed next steps as follows:

**Identification** - 1) Students are now being identified in academic and talent areas. Processes, materials and PD have been developed to support this. 2) The GT Coordinator and GT department are now organized under ESS, as is the MTSS Coordinator and department. This enhances opportunities for GT and MTSS systems to be integrated. Some GT and MTSS teams in schools have merged. This effort is ongoing. 3) In concert with PD development in the district and with the support of the district PD Coordinator, plans for GT team collaboration with teaching partners in schools will happen during 2017-2018, as we co-plan during professional development days. In addition, GT staff will co-plan and co-teach the rigor components of Equity and Engagement meetings during all district leadership meetings during 2017-2018. 4) All forms that support identification in academic and talent areas have been revised and are available on the GT website.

**Programming** - 1) Programming opportunities are being developed in creativity and leadership, as well as other talent areas. GT staff are meeting with arts, sports, and other organizations throughout the metro areas to identify and create opportunities for programming. A resource booklet is being



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created and will be published and shared. Also, working with PWR staff and the director of Communities in Schools, specific opportunities for students in these areas are being developed. These opportunities may be internships/externships, concurrent enrollments, scholarships, summer programs, after-school and extra-curricular programs, artists in resident, special exhibitions and performances (by gifted students and others), cultural arts festivals, workshops, and mentorships. 2) Accelerated curriculum materials developed by Quest (magnet for GT) have been shared throughout the district and at CAGT 2016. 3) GT staff collaboration with teaching partners and principals is addressed in "Identification" above. Goals for 2016-2017 with attendant timelines have been created and shared district-wide. Many of these can be found in the UIP.