



Administrative Unit

Administrative Unit name: Arapahoe 5, Cherry Creek - 03030	Region: Metro	
Name of Gifted Education Director/Coordinator: Rebecca Lopez	Email: rlopez25@cherrycreekschools.org	
Director’s mailing address: 5416 South Riviera Way	Phone number: 720-554-5053	Fax: 720-554-5057

Name of Superintendent: Dr. Harry Bull

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

Cherry Creek School District's Current Procedures for Engagement & Communication

Cherry Creek School District's current modes of communication include but are not limited to the following:

- The Gifted web-page on the CCSD website
- Some buildings also have GT information represented on their individual school web-pages
- Parent events & Parent Advisory Council
- Colorado Association for Gifted and Talented affiliate
- Teachers of the Gifted meet monthly at district hosted meetings to receive pertinent and timely state and district information to disseminate at the building level.

Future Steps/Targets

2016-2017 School Year

- Identification criteria and state pathways to be shared and accessible both within the district (teachers and principals) and externally (parent community)
- Create and post, for internal and external consumption, additional ‘Information Sheets’ to cover all aspects of gifted identification/programming, and supports offered by The Office of Advanced Academic Services
- Update of external and internal web pages

2017-2018 School Year



-
- Creation of internal, informational videos to cover all aspects of gifted identification/programming
 - Revision of composition and focus of the GT Parent Advisory group
 - Implementation of a quarterly district-level published newsletter
 - Development and utilization of 'e-blasts' to stakeholders with reminders and important time-sensitive information
 - Continued development of 'Info Sheets' and process documents for new eligibility areas
 - Revise GT handbook for gifted education procedures & practices
 - Update/revise external and internal web pages

Cherry Creek School District's modes of communication regarding Identification include but are not limited to the following:

- The Gifted web page on the CCSD website
- Parent events & Parent Advisory Council
- Additionally, parents are informed about identification procedures by the Teachers of the Gifted, building principals, school web pages, and district web pages
- General overview 'Info Sheets' have recently been created and are posted on the GT page of the main CCSD website.
- Internal, in-depth, 'Info Sheets' have recently been created and distributed to the teachers of the Gifted, and are posed on the internal web pages as reference guides to teachers in the field.

Future Steps/Targets

2016-2017 School Year

- Update of external and internal web pages
- Continued development of 'Info Sheets' and process documents for new eligibility area(s)

2017-2018 School Year

- Create and post, for internal and external consumption, additional 'Information Sheet' to cover all aspects of gifted identification/programming, and supports offered by The Office of Advanced Academic Services
- Creation of internal, informational videos to cover all aspects of gifted identification/programming
- Revise GT handbook for gifted education procedures & practices

Cherry Creek School District's modes of communication regarding Programming, concurrent enrollment options and college and career planning, include but are not limited to the following:

Due to CCSD being a site-based system, specific programming options are communicated at the building level through the teacher of the Gifted and/or the building principal through but not limited to the following:

- In grades K-8, parents are apprised of progress toward goals a minimum of two times per school year during Fall and Spring Conferences. However, in many cases, they also receive additional summative information at the end of the school year. This occurs through a face-to-face meeting and then the provision of formal written documentation to the parents. Individual sites develop programming options which match student strengths and challenges by gaining information from the parents and students as well as collaboration with teachers, other specialists, and building leadership through the Professional Learning Community model.
- Parents, families, and students are involved in college and career planning through but not limited to the following: conferencing, interest surveys, ICAP development process, counselor conferences, and/or academic course planning
- General overview 'Info Sheets' have recently been created and are posted on the Gifted page of the main CCSD website.



- Individual sites develop programming options which match student strengths and challenges

Future Steps/Targets

2016-2017 School Year

- Building level survey on current programming models being utilized
- Shift toward professional development through the Professional Learning Community framework focused on best practices for gifted learners
- Creation and dissemination of additional 'Info Sheets' to support clarity to all stakeholders.

2017-2018 School Year

- Continued professional development through the Professional Learning Community framework focused on best practices for gifted learners
 - Training of all teachers of the Gifted in the Depth and Complexity framework to enhance and document high-level, meaningful differentiation practices
 - Refinement and dissemination of guidance around process and time-lines of progress monitoring to ensure consistency in practice across the District's individual sites
 - Creation of internal, informational videos to cover all aspects of gifted identification/programming
 - Professional development for teachers of the Gifted on the new version of Enrich platform
- Cherry Creek School District's modes of communication regarding Advanced Learning Plan development, implementation, and progress monitoring include but are not limited to the following:***

Student Achievement:

- The use of Summative and Formative assessment measures to track student achievement and growth as well as appropriate student programming occurs through the Professional Learning Community model comprised of educational specialists, generalists, and leadership.
- Progress monitoring for K-8 is reviewed with parents and students, face-to-face, by the Teacher of the Gifted and/or a classroom teacher at least 2 times per year at Fall and Spring conferences. However, in many cases, there are more frequent check-ins and updates.

Parent, family, student engagement in the gifted education program and processes:

- During the summers of 2012-2014 a free GT Parent University was offered during the 10 days of our Inside/Out program; speakers presented to parents each morning and afternoon on a vast range of topics
- In 2016-2017, a revision to the locations of Parent Advisory Council meetings held throughout the district was initiated to encourage additional participation especially in our more culturally and socioeconomically diverse communities
- Parents and students are encouraged to offer input and collaborate with teachers of the Gifted, classroom teachers, and building-level leadership
- Information for parents is translated into Spanish including identification tools such as the Kingore Observation Inventory (KOI). Additionally, the KOI survey has been translated into seven of the most common languages spoken within CCSD.

Future Steps/Targets

2016-2017 School Year

- Continued professional development through the Professional Learning Community framework focused on how to utilize all forms of data to capture and articulate student growth as well as how to address the under-achievement and/or under-motivation of gifted learners
- Development of consistent standard-aligned, student-centered measurement tools to track student growth data both academically and affectively
- Revise, articulate, and disseminate district-level guidance to ensure minimally consistent practices across the district



-
- Revision of a new version of the Enrich platform
 - Professional development targeted towards Enrich features and compliance toward state regulations
 - Development of comprehensive Enrich User Guides for identification, Advanced Learning Plans, and progress monitoring

2017-2018 School Year

- Continued professional development through the Professional Learning Community framework focused on how to utilize all forms of data to capture and articulate student growth as well as how to address the under-achievement and/or under-motivation of gifted learners
- Continued revision, articulation, and dissemination of district-level guidance to ensure consistent practices across the district
- Continued refinement of a new version of the Enrich platform
- Continued professional development targeted towards Enrich features and compliance toward state regulations
- Development of comprehensive Enrich User Guides for identification, Advanced Learning Plans, and progress monitoring
- Development of consistent standard-aligned, student-centered measurement tools to track student growth data both academically and affectively
- Articulate district-level guidance to ensure consistent practices across the district
- Creation of internal, informational videos to cover all aspects of gifted identification/programming
- Conduct a comprehensive parent survey to inform future planning and identify areas of specific focus
- Continue to expand and revise translated documents to include the seven most commonly spoken languages in the district
- Revision of the composite and focus of the GT Parent Advisory group
- The development of an educationally focused 'Gifted 101 Parent Series'

Definition of “Gifted Student”

The Cherry Creek School District defines gifted and talented students as: children possessing outstanding, abilities, talents, and potential for accomplishment which are so exceptional or developmentally advanced when compared with same-aged peers that they require special provisions to meet their educational programming needs.

Gifted students include gifted students with disabilities (i.e. twice-exceptional). Exceptional abilities or potential are present in all ethnic and cultural groups, across all economic strata, and in all arenas of human endeavor.

Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of one or any combination the following 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

Correlation Among Definition, Identification, and Programming:



CCSD's definition of a gifted student is the basis for identification and programming throughout the district. Continual refinement of practice supports identification and programming across all student populations and strength areas district-wide.

Future Steps/Targets:2016-2017 School Year

- Develop specific processes and training materials to ensure identification practices and district-wide programming align with the current definition
- Development of detailed guidance for each identification category
- Professional development focused on new state criteria of pathways toward identification
- Professional development on reporting platforms
- Professional development on data analysis to support identification, goal setting, and progress monitoring
- Articulation of new state identification categories and criteria pathways to district leadership teams, principals, teacher of the gifted, specialists, and general education teachers
- Continued focus on identification of under-represented populations

2017-2018 School Year

- Continued develop of specific processes and training materials to ensure identification practices and district-wide programming align with the current definition
- Professional development focused on new state criteria of pathways toward identification
- Professional development on reporting platforms
- Professional development on data analysis to support identification, goal setting, and progress monitoring
- Professional development focused on the Depth and Complexity model
- Professional development focused on viable affective programming models as well as programming approaches for new talent areas
- Refinement of guidance for each identification category
- Continued collaboration with building teams and leadership through a Professional Learning Community Model regarding identification, programming, and process monitoring processes.

Relationship of Definition to Implementation of Program Plan Elements:

CCSD's definition of a gifted student is the basis for identification and programming throughout the district. Continual refinement of practice supports identification and programming across all student populations and strength areas district-wide.

Future Steps/Targets:2016-2017 School Year

- Develop specific processes and training materials to ensure identification practices and district-wide programming align with the current definition
- Development of detailed guidance for each identification category
- Professional development focused on new state criteria of pathways toward identification
- Professional development on reporting platforms
- Professional development on data analysis to support identification, goal setting, and progress monitoring
- Articulation of new state identification categories and criteria pathways to district leadership teams, principals, teacher of the gifted, specialists, and general education teachers
- Continued focus on identification of under-represented population

2017-2018 School Year

- Continued develop of specific processes and training materials to ensure identification practices and district-wide programming align with the current definition
- Professional development focused on new state criteria of pathways toward identification
- Professional development on reporting platforms



-
- Professional development on data analysis to support identification, goal setting, and progress monitoring
 - Professional development focused on the Depth and Complexity model
 - Professional development focused on viable affective programming models as well as programming approaches for new talent areas
 - Refinement of guidance for each identification category
 - Continued collaboration with building teams and leadership through a Professional Learning Community Model regarding identification, programming, and progress monitoring processes
 - Continued focus on identification of under-represented population

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

Identification Statement:

Cherry Creek School district has established guidelines for identifying students eligible for a gifted identification and advanced academic services by aligning with the state's revised rules and requirements. These guidelines support the 'Body of Evidence' approached set forth by the state's criteria. The Body of Evidence is a compilation of quantitative and qualitative data, and it is the preponderance of evidence matched against the state qualifying criteria which will lead teams to a determination of gifted qualification. The data collected in the Body of Evidence will also guide teams in determining student strengths as well as appropriate, targeted, intensive programming in beyond the general education curriculum.

Pre-identification Considerations/Procedures:

Information regarding the process for gifted identification is available on the district website. Additionally, this information is disseminated, periodically, through building level communication pathways.

Ongoing training across specialty areas and communications pieces are published to raise an overall educators' awareness to the traits and characteristics of gifted students and gifted students with factors. CCSD utilizes the Universal Screening Qualified Personnel Grant to ensure that screening materials and personnel is available for K-2 students.

Formal Identification Process:

Overview:

Through the following detailed process, a student profile and Body of Evidence is gathered which considers the student's intellectual, academic, and talent areas through the use of multiple sources and data types which include the following:

- Norm-referenced tests for cognitive and academic achievement data
- Criterion-referenced tests/assessments for academic achievement data
- Norm-referenced observation scales
- Performance evaluations/rubrics
- Observations
- Checklists
- Interviews
- Anecdotal records

Referral:

Referrals can be made by students, parents, and/or educators. Referrals are made throughout any given school year and can occur at any point in time in a child's K-12 career. Formal referral documents are located within the Enrich management system and can be accessed by any teacher, principal, and/or district-level administrator. CCSD accepts a parent's or student's written or verbal



request for referral to the gifted identification process; however, written documentation of the request is preferable.

Once a referral is made, the teacher of the gifted at the building level begins to gather a Body of Evidence which contains quantitative data, qualitative data, and additional supporting information as prescribed by the Colorado Department of Education's pathways to gifted identification. Once the Body of Evidence has been gathered, within 30 calendar days of the initial referral, a review team, one member of which has been trained in gifted identification, reviews the Body of Evidence and compares it to the Department of Colorado's criteria for gifted identification.

Currently, the Cognitive Abilities Test 7 (Coat) is the universal screening tool used in CCSD. It is administered each Spring to all 2nd grade students. It is also administered on an as needed basis for any student K-12. Additionally, numerous other assessments, based on various circumstances, are currently being utilized, district-wide, to build a Body of Evidence toward any/all of the 3 pathways to identification. These assessments include combinations of the following:

Cognitive Assessments

- Cognitive Abilities Test 7 (CogAt)
- Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)
- Wechsler Preschool and Primary Scale of Intelligence 3rd Edition (WPPSI-III)
- Differential Ability Scales-II (DAS-II)
- Test of Nonverbal Intelligence, Fourth Edition (TONI-4)

Academic Assessments

- ACT Aspire
- Colorado Measures of Academic Success (CMAS)
- Measures of Academic Progress (MAP)
- Renaissance Learning STAR Assessments (STAR) - for Reading
- Test of Early Mathematics Ability-Third Edition (TEMA)
- Test of Early Reading Ability - Third Edition (TERA-3)
- Test of Early Written Language (TEWL-3)
- Test of Language Development (TOLD)
- Test of Reading Comprehension (TORC-4)
- Wechsler Individual Achievement Test - Third Edition (WIAT-III)
- Woodcock-Johnson IV (WJ-IV)

Observation/Behavior Scales

- Scales for Identifying Gifted Students (SIGS) - measures characteristics of general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership

Tests of Creative Thinking

- Profile of Creative Abilities (PCA)
- Torrance Test of Creative Thinking (TTCT)

Additional Supporting Information

- Kingore Observation Inventory 2nd Edition (KOI)
- Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students
- Classroom performance data
- Student Work samples
- Performance Portfolios

Formal Identification Criteria followed in CCSD:

Identification Criteria

- Criteria are the rules for evaluating a level of exceptionality for identification/determination. The 95th percentile raking and above describes one such criteria for demonstration of exceptionality on a norm-referenced standardized test.



- Neither the Colorado Board of Education nor Cherry Creek School District support the use of cut-score practices.

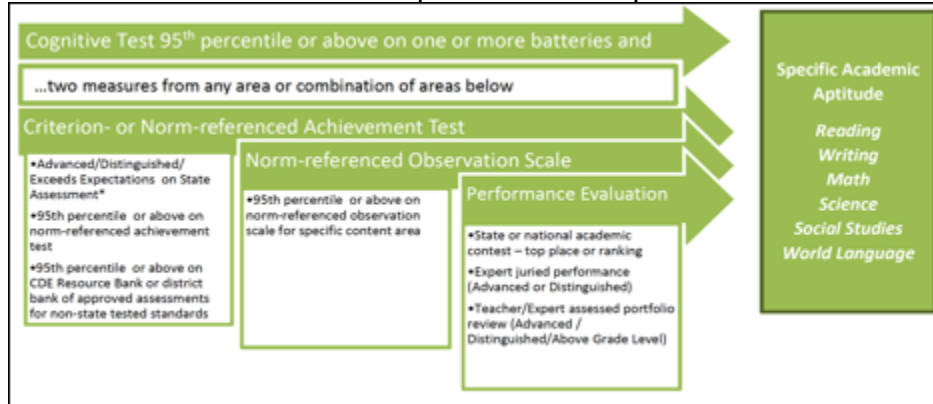
- There are multiple pathways which can lead to a determination of giftedness.

Pathway 1: Specific Academic Aptitude

- Two pathways may lead to identification in the area of specific academic aptitude.

Pathway 1.1 Specific Academic Aptitude

- A student may score at the 95th percentile or above on one or more batteries of a cognitive assessment AND demonstrate aptitude on two specific academic measures.



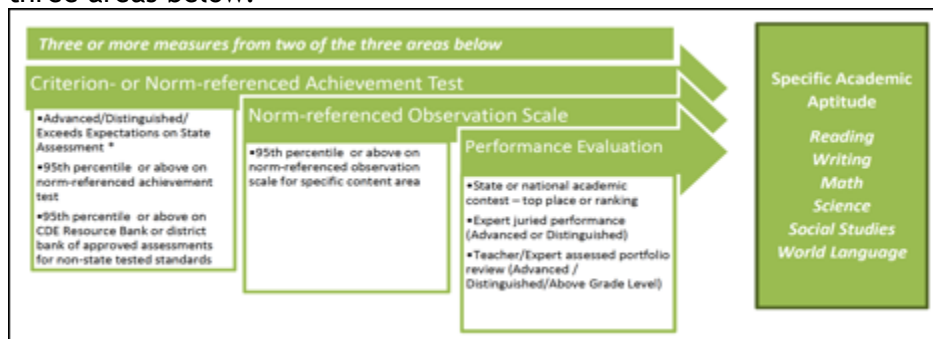
<https://www.cde.state.co.us>

/gt/identification2016with-yellow-highlights (page 23)

Pathway 1.2 Specific Academic Aptitude

- A student might not score at the 95th percentile or above on cognitive assessment; however, a review team may determine, based on a comprehensive body of evidence, that the student demonstrates gifted academic ability.

- Criteria for identification should include at least three or more measures from two of the three areas below.

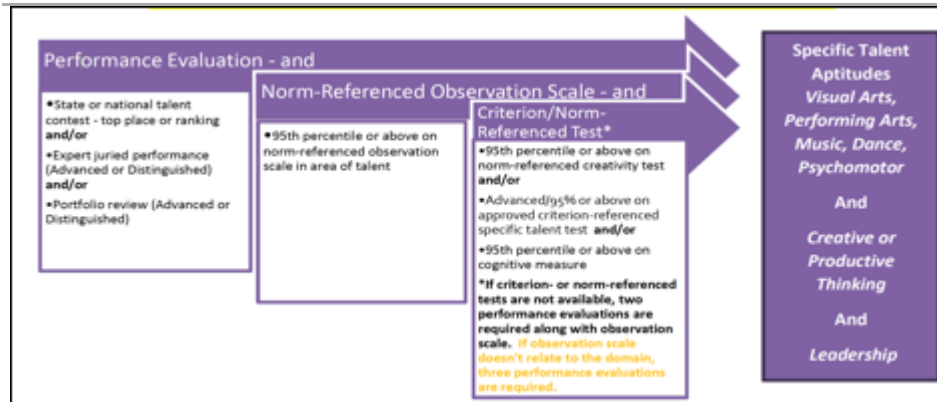


<https://www.cde.state.co.us>

/gt/identification2016with-yellow-highlights (page 23)

Pathway 2: Specific Talent Aptitude

- Identification through this pathway requires the close examination of a variety of instruments and multiple pathways that lead to identification.
- Often criterion or norm-referenced assessments are not available in a talent area; thus, performance evaluation becomes an exceedingly important component in the body of evidence.
- Identification in the area of psychomotor is designated for national-level athletes.
- There are separate, specific criteria for this identification.

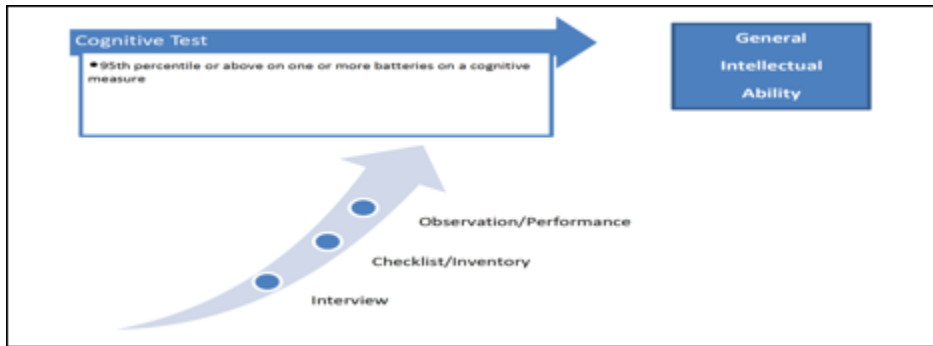


<https://www.cde.state.co.us>

/gt/identification2016with-yellow-highlights (page 25)

Pathway 3: General Intellectual Ability

- A student may qualify through this pathway by scoring at or above the 95th percentile or above on one or more batteries of a cognitive test.
- A review team must collect a full body of evidence to develop the student’s learning profile.
- A determination based solely on a cognitive assessment score, without any other qualifying data, is the exception.
- A review team should examine supplemental and/or non-traditional information collected through interviews, observations, and/or performance beyond the academic content areas.
- Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional achievement data.



<https://www.cde.state.co.us>

/gt/identification2016with-yellow-highlights (page 25)

In compliance with CDE’s criteria toward gifted identification, CCSD utilizes the 95th percentile or above and/or distinguished rating to be used as criteria for determining exceptionality among all categories of gifted identification; however, not meeting criteria on a single assessment does not prevent further consideration for identification. A score/range that falls less than the 95th percentile is used to determine the need for further data collection or talent pool designation.

Review Team and Gifted Determination (within 30 days of a referral):

Once the Body of Evidence has been gathered, within 30 calendar days of the initial referral, a review team, one member of which has been trained in gifted identification, reviews the Body of Evidence and compares it to the Department of Colorado’s criteria for gifted identification. After comparing the gathered data to the prescribed state criteria, one of the following determinations is made:

- Gifted (develop ALP) o Gifted (develop ALP blended with ICAP)
- Gifted (develop ALP) refer to Special Education



-
- Gifted (develop ALP blended with ICAP) and refer to Special Education or Refer to Special Education
 - Talent Pool
 - Not Identified as Gifted at this Time

Regardless of the outcome of determination, a meeting with the parents to review the Body of Evidence, determination decision, and next steps will occur within the next 30 calendar day window. Next steps by determination outcome are as follows:

Gifted

- The process of developing an Advanced Learning Plan (ALP) with input from parents, student, and teachers will be initiated. This Advanced Learning Plan will contain one or more Academic Standards Aligned SMART goal, based on student strength, and one Affective Standards Aligned SMART goal. The additional components of the ALP and progress monitoring of goals are described in the Advanced Learning Plan Content, Procedures, and Responsibilities of this document.
- All Gifted Identification Forms and Advanced Learning Plans are housed and available to teachers and administrators through the Enrich platform. However, specific communication of the contents of determinations and ALP's occur at the building level through regular, collaborative dialog among educators.

Talent Pool

- Additional data will be collected, over time, through differentiation and enrichment opportunities, and then, once again, compared to the state's criteria for a gifted identification.

Not Identified at this Time

- No further data will be collected toward a gifted identification at this point in time; however, a new process can be initiated at any point in time by any referring party. However, possibilities for classroom differentiation etc., are still discussed with all stakeholders.

Future Steps/Targets:

2016-2017 School Year

- Identification criteria and state pathways to be shared and accessible both within the district (teachers and principals) and externally (parent community)
- Ongoing professional development for teachers of the gifted and building principals focused on characteristics of all gifted learners, identification criteria and pathways, and identification processes
- Creation and dissemination of informational sheets focused on each gifted category and identification pathway for all internal and external stakeholders.
- Continued focus on identification of student from under-represented populations Continued development of 'Info Sheets' and process documents for new eligibility

2017-2018 School Year

- Continued ongoing professional development for teachers of the gifted and building principals focused on characteristics of all gifted learners, identification criteria and pathways, and identification processes
- Continued focus on identification of student from under-represented populations Continued development of 'Info Sheets' and process documents for new eligibility

Identification Efforts of Underrepresented Populations:

Ongoing inter-departmental collaboration among the Advanced Academic Services Department, ELA, Equity, and SPED departments support continued efforts and approaches to identifying appropriate ratios of underrepresented populations within CCSD. Identification efforts of underrepresented populations have yielded a 4% growth since 2008.

Future Steps/Targets:

2016-2017 School Year



-
- The use of an additional universal screener, the Naglieri Nonverbal Ability Test (NNAT) at sixth grade
 - Professional development for teachers of the gifted and building-level leadership around the administration and use of this screener
 - Continue to increase identification of students from underrepresented populations until identification numbers are proportionate to district and building overall population composite.
 - By refining identification tools, measures, and processes to be more sensitive to special populations
 - Through Professional development targeted toward building level specialist, generalists, and leadership
 - Emphasis on the identification of Black and Hispanic students, ELA students, Twice-exceptional students, and students in grades K-2

2017-2018 School Year

- Continue to increase identification of students from underrepresented populations until identification numbers are proportionate to district and building overall population composite.
- Refinement of identification tools, measures, and processes to be more sensitive to special populations
- Professional development targeted toward building level specialist, generalists, and leadership
- Emphasis in the identification of Black and Hispanic students, ELA students, Twice-exceptional students, and students in grades K-2

Equal & Equitable Access to Identification:

Ongoing inter-departmental collaboration among the Advanced Academic Services Department, ELA, Equity, and SPED departments support continued efforts and approaches to identifying appropriate ratios of underrepresented populations within CCSD.

Future Steps/Targets:

2016-2017 School Year

- The use of an additional universal screener, the Naglieri Nonverbal Ability Test (NNAT) at sixth grade
- Professional development for teachers of the gifted and building-level leadership around the administration and use of this screener
- Continue to increase identification of students from underrepresented populations until identification numbers are proportionate to district and building overall population composite.
- Refinement of identification tools, measures, and processes to be more sensitive to special populations
- Professional development targeted toward building level specialist, generalists, and leadership
- Emphasis on the identification of Black and Hispanic students, ELA students, Twice-exceptional students, and students in grades K-2

2017-2018 School Year

- Continue to increase identification of students from underrepresented populations until identification numbers are proportionate to district and building overall population composite.
- Refinement of identification tools, measures, and processes to be more sensitive to special populations
- Professional development targeted toward building level specialist, generalists, and leadership
- Emphasis in the identification of Black and Hispanic students, ELA students, Twice-exceptional students, and students in grades K-2

Additional Rule Requirement Comments:



-
- The assessment process for identifying students who meet the definition has been described above in the ‘Formal Identification’ section of this document.
 - CCSD is currently revising the assessments used for identification based on the new state law and guidelines as well as internal changes around universal assessments being utilized. The following is a list of assessments currently under investigation/discussion to be added, after district leadership approval, to the list of currently used assessments above in the ‘Formal Identification’ section of this document.

Cognitive Assessments

- Naglieri Nonverbal Ability Test, Second Edition (NNAT2)
- Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)

Academic Assessments

- Test of Mathematical Abilities for Gifted Students (TOMAGS)
- Iowa Test of Basic Skills (ITBS)

Observation/Behavior Scales

- Gifted Evaluation Scales (GES) for measures of intellect, creativity, specific academic aptitude, leadership ability, motivation, and performing and visual arts
- Gifted Rating Scales (GRS) for measures of intellectual, academic readiness, motivation, creativity, and artistic talent

Tests of Creative Thinking

- Torrance Test of Creative Thinking (TTCT)

Additional Supporting Information

- Teacher’s Observation of Potential in Students (TOPS)
- Additional assessments, not named herein, which align with identification in all domains of giftedness and in underrepresented populations

Future Steps/Targets:

2016-2017 School Year

- Develop and communicate a coherent process for the identification of gifted learners in all the new qualifying areas complete with an approved list of assessments and/or measures to use in each circumstance.
- On-going collaboration with other GT Coordinators/Directors in the state to compare best practices and tools being used for identification in talent areas.
- On-going collaboration among GT teachers, principals, and district leadership to articulate guidance toward identification and programming within the talent areas.
- Development and publishing of information sheets to address all identification areas
- Updating the Enrich platform to meet the identification criteria changes
- Professional development for the teachers of the gifted on new platform and procedures
- The adoption, training, and utilization of new measures of assessment and progress

monitoring

2017-2018 School Year

- Refinement, continued development, and publishing of information sheets/communication tools to address all identification areas
- Continued professional development targeted on common formative assessments and the utilization of new measures of assessment and progress monitoring

Transfers & Level Transitions:

Level Transitions:

- Level transition meetings from elementary to middle school occur in the spring of every year through our GT Teacher Connections meetings which are separated by feeder area.

Transfers:



-
- Transfers into the district - The Body of Evidence for identification and ALP are sent to the receiving school. If the Body of Evidence is incomplete, consultation with former district, parents, and student are conducted. If necessary, an eligibility reevaluation is initiated.
 - Review of transferring student's Identification and ALP are concluded within 45 days of enrollment into the district, and communication with parent ensured within 60 days.

Future Steps/Targets:**2016-2017 School Year**

- Continued refinement of transitions processes between middle and high school

Advanced Learning Plan Content, Procedures and Responsibilities

For all students who have been identified per the state's criteria as gifted, an Advanced Learning Plan is developed to address programming and growth in the student's identified area of strength. Documentation of discussion around planning for post-secondary readiness are included in all ALP's and ICAP's. In the case of Advanced Learning Plans, this documentation is ensured by the ENRICH platform. Advanced Learning Plans contain a student profile section and speak to current academic and affective functioning.

- An Advanced Learning Plan is written for students in grades K-8
- An ALP blended into the ICAP is written for all students grades 9-12

Description:

After a student has been identified as gifted, the GT teacher will lead the process toward development of an ALP within 30 school days from the identification determination. CCSD has been using a custom version of the Enrich platform to write and house ALP's. This fall 2016, we are transitioning to the state's generic Enrich platform which is complete with all the new regulatory requirements. Therefore, a full revision of our current standard operating procedures will take place over the course of 2016-2017 to ensure that all CCSD practice is aligned and is fully compliant by the Fall of 2017.

Timeline & Stakeholder Involvement:

ALP's are written with involvement and input from classroom teachers, parents, and students within the state time-guidelines. While the process of gathering such data varies from site to site, the documentation is captured in our Enrich on-line system. Time for transition meetings and articulation is set aside in the Spring of every year by the Office of Advanced Academic Services. However, ongoing discussion occur at the building level among teachers of the gifted, classroom teachers, specialists, leadership, parents, and students. Transition meetings between levels are conducted during the Spring of each year through GT Connections meetings. Transitions between grades at the same level are a collaborative, building-level process among teacher of the gifted, classroom teachers, and building principals.

Development, Monitoring, & Management:

The development of Advanced Learning Plans is a collaborative process described above; likewise, the monitoring and management of ALP's is a collective process among content classroom teachers, GT teachers, students, and parents.

Goals:

Standard-aligned academic achievement and affective goals are developed for all students with ALP's and ICAP's at least one time per year through a collaborative process which includes input from students, parents, classroom teachers, gifted teachers, and other specialists as necessary. Cherry Creek School District is utilizing a professional learning community model to sanction time for on-going collaboration, planning, and alignment of instruction for all student populations including



the unique needs of the gifted population. Goals are determined by examining historical and current student formative and summative data as well as input from all shareholders to determine appropriate academic strength-area focus while maintaining aligning to standards. Affective goals are determined in the areas of personal, social, communication, leadership, and/or cultural competency on an individual basis using the same collaborative approach as determining appropriate standard-aligned academic achievement goals. Since the goals included in the Advanced Learning Plan are created through a collaborative model, the teachers of the Gifted and classroom teachers are equally aware of their shared students' goals and tailor tiered classroom instruction and/or supplemental or intensive programming for said students. Additionally, progress monitoring of goals is often a collaborative approach among classroom teachers, teachers of the gifted, and students. Progress monitoring occurs throughout the school year, and is finalized in May of each year. Professional development focused on the writing of Advanced Learning Plans, goals, and progress monitoring is offered by the Office of Advanced Academic Services throughout the year through GT Connections meetings. Additional training is offered to building sites and teams as requested by the school principal.

Content Options:

Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals are documented and present within the Enrich platform. ? Parent Engagement: While the process of gathering such data varies from site to site, the documentation is captured in our Enrich on-line system in the form of qualitative and/or anecdotal information. Parents meet with GT staff and other members of the school team to initiate the ALP, and they are given updates on progress toward goals at the minimum of two times per year.

Future Steps/Targets:2016-2017 School Year

- Refine all aspects of ALP procedures, goal writing and monitoring, as well as student and parent engagement
- Launch new Enrich platform and deliver staff development on the new system
- Professional development, through GT Connections Meetings, focused on the implementation of standards-aligned Advanced Learning Plans including writing and progress monitoring goals.
- Refine blended ALP and ICAP procedures to ensure compliance and consistency

2017-2018 School Year

- Continued professional development, through GT Connections Meetings, focused on the implementation of standards-aligned Advanced Learning Plans including writing and progress monitoring goals.
- Develop a best practice guidelines and generate a goal bank complete with approved types of progress monitoring tools
- Continue to refine blended ALP and ICAP procedures to ensure compliance and consistency

Programming

Description:

The Cherry Creek Comprehensive Continuum of Advanced Academic Programming is one component of our instructional program that focuses on rigorous academic standards, 21st Century Learning Skills, innovative curriculum, evidence-based instructional strategies, and aligned instructional materials. There are many types of advanced academic programming options utilized throughout the district; however, the following is a list of the most widely used program models utilized within the district.

Program Models:



-
- Flexible Cluster Grouping - the flexible regrouping of students based on individual instructional needs.
 - Curriculum Compacting
 - Acceleration (by grade and/or subject when appropriate)
 - Content Differentiation - Differentiation of content, generally, provided in the general education classroom through a collaborative process among educators
 - Pull-out Classes - classes and activities held during the school day but outside the regular classroom setting
 - Push-in/Team Teaching - Teacher of Advanced Learners co-teaches with the General Education teacher
 - Advanced Placement - college level classes taught in high schools by qualified teachers; students can earn college credit if they pass the year-end exam at an advanced level
 - Advanced, Honors, and International Baccalaureate - advanced classes and program options offered at the secondary level by highly qualified teachers
 - Independent Study Projects
 - Honors and high achievement diploma programs
 - Affective Support Classes - specially devised curriculum which addresses the social and emotional needs of advanced learners in a group and/or individual setting
 - Rigorous Enrichment Programs and Projects - additional opportunities for developing intellectual potential, such as Inside Out, Destination Imagination, STEM, and varied elective offerings

Delivery of Services:

In Cherry Creek, service delivery, for the most part, occurs in the child's neighborhood school. Appropriate programming is supported by the GT teacher in each elementary and middle school. At the High School level, programming occurs in the context of a wide variety of advanced, honors, Advanced Placement, and International Baccalaureate options.

Both the qualitative and quantitative data gathered through the initial eligibility process leads teams to identify student strength areas and interests. A collective team approach is utilized to develop Advanced Learning Plan goals and objectives as well as appropriate programming options which are unique and specific to each student's strength areas and interests. Ongoing Advanced Learning Plan revisions offer further opportunity for students, parents, and educators to analyze current student assessment data, progress toward previous goals, and delineate current student interests.

Options for Curriculum and Instruction:

GT student data at a given building informs the curriculum and instruction opportunities presented. For example, a building may create a separate group for advanced writers at a given grade level due to the number of students performing at very high level. As Cherry Creek transitions to the Colorado Academic Standards, the way curriculum options are described, particularly in math, continues to evolve.

Social-emotional guidance/Post-secondary & workforce readiness planning:

Every new GT teacher takes a class taught by the Coordinator of Advanced Academic Services which prepares them to understand and support the affective needs of the gifted learners in their buildings. Advanced Learning Plans in the district support this work through the inclusion of an affective goal for each student. As with academic data, the data that comes from the cumulative affective goals in any given building will guide the programming opportunities. All high school students in Cherry Creek have an ICAP which is used to monitor their post- secondary and workforce readiness planning. In addition, high school GT contacts, in coordination with school counselors, monitor the gifted students' course enrollment and grades to make sure the students continue on a strong growth trajectory.

Differentiated Instruction:



The Office of Advanced Academic Services has used grant funds from Title II for the past seven years to fund the Differentiation Project. One or more teachers from each elementary school and up to five teachers from each middle school from different content areas come together to learn and practice differentiation strategies so that they can, in turn, support differentiated instruction in classrooms across the district. Cherry Creek has in place both a grade acceleration policy and a content acceleration policy. Options available for Advanced Placement classes are listed on each of the high school's websites including areas such as music and art. Most concurrent enrollment in CCSD is available through the Community College of Aurora. Students can take up to two classes for dual credit. ALP development begins with conversations that include the parent, the student, the classroom teacher, and the teacher of the gifted. Plans are reviewed a minimum of twice a year during parent teacher conferences but can be adjusted or updated at any time based on what the gifted learner is demonstrating. Cherry Creek made the decision to merge the ALP with the ICAP in 2011. The district GT Coordinator provided the initial information from CDE to all high school GT contacts and followed up with in-person meetings to support and clarify as needed. The information regarding the connection between ALP's and ICAP's was also provided to the high school level director. Follow up meetings are ongoing. GT teachers from across the district meet seven times a year for a half day to participate in staff development and to discuss student progress, goals, compare notes and strategies, etc. In February, April, and May, specific time is set aside for articulation conversations to take place during these meetings. In addition, the GT teachers work collaboratively through a Professional Learning Community model to ensure the continued growth of all their students. During these team meetings, various specific GT topics and students are discussed such as, underachievement, grade-level transitions, and progress toward goals. Strong, positive transitions for gifted learners have been a point of pride for the district, and time is allotted during our April and May GT Connections meetings for vertical articulation and transition discussions.

Future Steps/Targets:2016-2017 School Year

- Continue to work collaboratively with the SPED, ELA, and Equity departments to ensure gifted students with factors are receiving appropriate programming and supports
- Continue to refine ALP/ICAP transition and documentation o Continue to develop developmentally appropriate programming for Early Access and other identified gifted learners in grades K-12
- Continue to encourage, monitor, and support building-based programming that matches the data of the student groups in a given building

2017-2018 School Year

- Continue to work collaboratively with the SPED, ELA, and Equity departments to ensure gifted students with factors are receiving appropriate programming and supports
- Continue to refine ALP/ICAP transition and documentation
- Continue to collaborate with our STEM department to develop cutting-edge, innovative programming/approaches
- Continue to develop developmentally appropriate programming for Early Access and other identified gifted learners in grades K-12
- Continue to encourage, monitor, and support building-based programming that matches the data of the student groups in a given building

Evaluation and Accountability Procedures

Assessment and evaluation of gifted students' academic performance and growth happens at both the building and district level.



Elementary:

- GT teachers either monitor individual student achievement and growth through the programming they themselves deliver or collaboratively with the classroom teacher delivering the programming. Formative assessment happens on an ongoing basis.

Middle:

- GT teachers typically monitor student achievement and growth through collaboration with the classroom teacher delivering the instruction and through local data collection such as process and product grades.

High:

- GT contacts, in conjunction with school counselors, monitor student grades and the numbers of credit accumulated toward graduation. They also attend to macro assessments like AP tests, PSAT, SAT, and ACT.

Methods:

Methods range across the district, and the tools include but are not limited to: product and process grades, standards-based grades, teacher created assessments, performance rubrics, iReady (K-3), and ACT Aspire testing. The district's assessment office provides a reporting platform where by student data can be disaggregated by grade level, school, race, multiple areas of Gifted identification, achievement gap, etc. This data is utilized on a regular and ongoing basis at the building and district level.

Individual Student Growth & Achievement:

For elementary and middle school students' growth and achievement is reported through documenting progress toward the goals written in the Advanced Learning Plan. The ALP module in Enrich allows GT teachers to enter baseline and target numbers for student goals and to add data as it is collected thereby creating a longitudinal data set. Both academic and affective progress monitoring is captured through the Enrich platform. Currently, various affective and behavior rubrics are being utilized to progress monitor the goals created in this area.

Self-Evaluation:

The Office of Advanced Academic Services, in conjunction with district-wide GT personnel, conducts a self-evaluation each Fall as part of the state reporting process. GT teachers review building level data to create goals and also provide input into district GT department goals. Building-based evaluations are linked to gifted student identification information as well as gifted student performance.

Parent stakeholders have the opportunity to contribute to the district goal-setting and self-evaluation process through the Cherry Creek GT Parent Advisory Council, the Colorado Association for the Gifted and Talented affiliate, and District Accountability meetings. District achievement data for gifted identified students is regularly shared with these groups.

The writing of the AU's Gifted UIP Addendum is a collective process among our District Leadership Team, Evaluation and Assessment, and Office of Advanced Academic Services departments and considers information gathered from all stakeholders.

As evaluation and accountability was a major improvement target resulting from the district's 2014 Colorado Gifted Education Review (CGER), Cherry Creek has adopted the Enrich platform to ensure compliance and consistency in practices across the district. Additionally, ongoing professional development of the Teachers of the Gifted support the efforts to maintain consistency and accountability district-wide. Moreover, consistent messaging and readily accessible information for all stakeholders is available to maintain a consistent operating premise.

Future Steps/Targets:**2016-2017 School Year**

- Programming available at the building level will correspond with student data in terms of grouping, acceleration, and enrichment options.



-
- Advanced programming options will be available to advanced and high-potential students as a means to building a body of evidence for gifted identification
2017-2018 School Year
 - The initiation of a yearly to bi-yearly parent and student survey.

Personnel

Personnel Description:

All teachers in CCSD meet federal and state requirements for appropriate teaching credentials; however, not all the teachers of the Gifted have earned a GT endorsement or Masters of Arts in Gifted Education, yet both are highly encouraged.

All elementary and middle school buildings in Cherry Creek School District designate at least a part-time gifted education position (.5 FTE). District Level personnel includes: 1 Coordinator of Advanced Academic Services, 1 full-time program assistant, and 1 part-time registrar for the Inside/Out program.

Professional Development:

- All GT teachers/contacts meet at least seven times per year for a half-day each to participate in staff development, receive information, and work through common concerns.
- New GT teachers participate in 20 additional hours of staff development and receive one-to-one mentoring throughout their first year in the position.

Additional Fund Allocations:

- Funds are used to supplement GT teachers taking the CDE online Javits classes which can lead to the GT endorsement.
- Funds and substitute coverage are provided for all GT teachers to attend state conferences about gifted education.
- Additional staff development funds are allocated for cross-program collaboration and professional learning among Gifted Ed, SPED, and ELA.
- While paraprofessionals are not utilized at the building-level to support gifted programming, in 2016-2017 two full time paraprofessional positions were created at the district-level to support various administrative needs of the Office of Advanced Academics.
- Funds are allotted to support programs such as Destination Imagination, The District Spelling Bee, The District Chess Tournament, and the Inside Out Program

Future Steps/Targets:

2016-2017 School Year

- Continue ongoing professional development opportunities regarding underserved populations in gifted education.
- Continue and expand intradepartmental relationships
- Initiate relationships with colleges and organizations within our community who support the needs of gifted students
- Exploration of collaboration with universities and colleges to support continued education and/or endorsements in the area of Gifted Education.
- Exploration and collaboration with our internal Office of Professional Development and ERO offerings to support on-going professional development in the area of Gifted Education.

2017-2018 School Year

- Continue ongoing professional development opportunities regarding underserved populations in gifted education.
- Continue and expand intradepartmental relationships



-
- Continue development of relationships with colleges and organizations within our community who support the needs of gifted students
 - Continue to foster ongoing professional development opportunities regarding differentiation and affective needs of gifted students

Budget

Description:

The AU submits an annual budget plan to the Colorado Department of Education which specifically accounts for the expenditures of funds allocated to the AU.

Gifted education funding from the state is spent, largely, on personnel and staff development. Additional district funds are spent on personnel, staff development, and materials and opportunities for students. Materials might include but are not limited to: books, computer software, computer hardware, and science equipment, etc. Opportunities might include but are not limited to: math and science competitions, field trips, Destination Imagination, Spelling Bee, chess tournaments, etc.

Future Steps/Targets:

2017-2018 School Year

- Explore additional assessments to support identification and appropriate programming/programming models
- Explore large-scale and cross departmental professional development opportunities.

Reports

Description:

CCSD has a current annual plan through the UIP Gifted Addendum on file at the Colorado Department of Education. CCSD complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., regarding gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting. Through the October Enrollment Count process, CCSD accurately records and submits information through the Data Pipeline. The annual reporting of for Gifted Education includes:

Number of identified student by:

- Grade Level
- Gender and ethnicity
- Free and reduced lunch
- Areas of giftedness
- Twice exceptionality
- Preschool served through early access if applicable
- Percent of students in AU identified
- Future Steps/Targets:

2016-2017 School Year

- Continue to refine reports and operating procedures to ensure up to date disaggregated data drives the decision-making process.

2017-2018 School Year

- Continue to refine reports and operating procedures to ensure up to date disaggregated data drives the decision-making process.



Record Keeping

Description:

All financial records are kept in accordance with the principals of governmental accounting. A detailed inventory and accounting is maintained of all equipment for which funds were received. Gifted student education records and ALP's are maintained, retained and destroyed consistent with the ongoing system of student record keeping across the district. All individually identifiable records of students referred, assessed evaluated, and/or served through programming for gifted students is confidential and protected in accordance with applicable federal and state laws and regulations. Advanced Learning Plans are initiated and monitored electronically by GT staff. The district coordinator may also monitor plans, initiate reports, and identify trends within the district-wide system.

Future Steps/Targets:2017-2018 School Year

- Continue to ensure all parents and general education teachers will have access to or a copy of Advanced Learning Plans.
- Increase efforts and delineate a defined process and documentation method to blend information from 8th grade ALP's into high school ICAP's

Procedures for Disagreements

Description:

Procedures for disagreements are posted for all stakeholders on the Gifted webpage on the main CCSD website. An appeals process may be initiated by notifying the building GT resource teacher in writing. In a timely and reasonable time frame, the appellant will meet with the school principal and GT resource teacher to review data. New information may be introduced to clarify inaccuracies, review decisions, and decide a future course of action. If the appellant is not satisfied with the decision reached at this meeting, a written appeal may be made to the Coordinator of Advanced Academic Services to review the decision. After a thorough review of the disagreement, the appellant will receive, in writing, a final decision giving rise to the dispute.

Future Steps/Targets:

- No change needed at this time

Monitoring

Description:

CCSD complies with all applicable state and federal laws and regulations regarding the Gifted Education Program Plan, identification, and special education services for gifted students. Additionally, CCSD annually monitors the Gifted Education Program Plan contents and targets as well as annual enrollment and performance reports. CCSD is prepared to participate in the Colorado Education Review and subsequent follow-up meetings/requirements that might be deemed necessary to correct potential areas found in non-compliance.

Future Steps/Targets:

- No change needed at this time