



## Administrative Unit

<b>Administrative Unit name:</b> El Paso 12, Cheyenne Mountain - 21060	<b>Region:</b> Pikes Peak	
<b>Name of Gifted Education Director/Coordinator:</b> John K. Fogarty	<b>Email:</b> jfogarty@cmsd12.org	
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<b>Name of Superintendent:</b> Dr. Walt Cooper	
<b>Superintendent’s signature:</b>	<b>Date:</b>

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

**District's Description:** Community engagement and communication is a strength in the Cheyenne Mountain School District. First and foremost, we always try to communicate face-to-face. Since that is not always possible, we support and inform our gifted and talented students and parents through our website, school communications, GT brochure, and teacher conferences. The website details identification, programming, contact information, recommended reading lists and appeal process. In addition, it provides links to school and community supports and other opportunities for our gifted learners. (The website is a first line of communication and allow parents and visitors to navigate our GT program in 9 different languages.)

Communication and engagement starts with each staff/faculty member in the District and begins with universal training during new teacher orientation for the District. This continues with ongoing staff development and communication provided by our GT interventionist in each building.

Other activities and and community engagement opportunities include but are not limited to:

- Mini-Gifted and Talented Conference (ES, JH, HS)
- Parent & Student Workshops (ES)
- District Gifted & Talented brochure and website (ES, JH, HS)



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- Teachers' websites and Google Classrooms provide resources and community opportunities which include upcoming events and/or camps for students (ES, JH, HS)
  - Letters sent home to students newly identified explaining assessments and measures used to qualify (ES, JH)
  - Programming options include: pull out classes in elementary school, compacting of curriculum, extension activities and Science Olympiad (ES, JH, HS)
  - Parent/teacher conferences (ES, JH/HS upon request)
  - School Level annual parent information nights (ES, JH, HS)
  - Guest speakers and presenters for specific Gifted & Talented needs (ES, JH, HS)
  - Direct emails to parents and students' school gmail with program information and event invitations (ES, JH, HS)
  - Regular student meetings with targeted objectives for academic and affective growth (ES, JH, HS)

**Target(s):** 1.) Improve and grow our District and School Websites for GT. Keeping the first line of communication current, useful and easy to access is essential in the communication process. The website supports all areas from identification to services to community opportunities.  
2.) Continue/improve our School Gifted Education Parent Nights and our District GT Parent Mini Conference. We would like to expand our District Mini Conference to include other Administrative Units thus also expanding our presentation options. School Parent Nights will take place in August, and the District Mini Conference will take place in January, strategically scheduling in-person communication.

**Key:** ES - Elementary Level    JH - Junior High Level    HS - High School Level

## Definition of “Gifted Student”

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**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

**Target(s):** 1.) Cheyenne Mountain School District is finalizing identification protocols for all areas of GT identification. We will continue to focus on identifying underrepresented populations in our District, striving for equitable balance that reflects our overall population demographics. The current demographics of the GT population mirror the general District population.

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

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**Identification Procedures:** The District's identification process was reviewed by the Board of Education during the 2015-2016 school year. GT identification criteria have been adjusted several times to assure that the District is identifying students who exhibit the characteristics of the gifted identification definition for the District (and State). We have been working diligently over the past three years to complete identification protocols for all areas of giftedness to include general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership abilities, visual arts, performing arts, musical or psychomotor abilities. Identification is accomplished through a review of a body of evidence that includes aptitude measures, achievement measures including state and local assessments, parent and teacher observation scales, outside juried performances, national and/or state competitions and other evidence that can be provided in a portfolio. In addition, for our English Language Learners, the Naglieri is used to gather deeper information about the exceptional abilities of these learners by adding a non-verbal piece. Also, our students with disabilities are reviewed for twice exceptionality in the IEP process. Historically, we have not seen the exclusion of any group of students for our programs due to their identification. To assist with non-biased identification, the District universally screens all students in second and sixth grade every spring. The CogAT information is then reviewed with the body of evidence upon returning from summer break for formal identification. In addition, new students who were not screened in the spring and/or are newcomers in grades three, four, five, seven and eight are assessed in the first three weeks of the new school year and this information is added to the body of evidence. (The cut point of, 95th percentile / exceeded / advanced / superior, are used for most assessments.)

Multi-Tiered Systems of Support Teams (MTSS) is the review team of professionals used in each building to identify students as gifted learners. Each review team is using the statewide identification procedures to help ensure portability from district to district. All of these Identification processes and protocols are explained and listed on our websites, in our parent brochure, shared at parent conferences and covered at information nights.

Other procedures and criteria for identification include but are not limited to:

- Teachers annually review new student data to identify students who meet criteria (ES, JH, HS)
- Follow Colorado state guidelines for identification (ES, JH, HS)
- Gifted and Talented brochure and website outline identification process (ES, JH, HS)
- Teacher referrals (ES, JH, HS)
- Parent appeals (ES, JH, HS)
- ALPs are included in student's cumulative folder (If student transfers, the ALP travels with student records) (ES, JH, HS)
- Written letters when students are identified which include student identification data/criteria (ES, JH, HS)
- The use of "talent pools/on watch" groups are use to track students in MTSS (ES, JH)
- Assessments include a cognitive (CogAT), academic measures (PARCC/CMAS/Scantron), and Observation Scales when necessary (SIGGS) (ES, JH, HS)
- Parent/Teacher conferences (ES, JH/HS upon request)
- Transition conferences with faculty, Elementary to Junior High and Junior High to High School, to ensure continued support and progress monitoring (ES, JH, HS)
- New enrollments to the district are surveyed about previous school plans (ES, JH, HS)
- ALPs are then processed and contact is made with the student and parent within 30 days (ES, JH, HS)
- MTSS teams are the conduit for GT Identification and progress monitoring (ES, JH, HS)



- Current evaluation processes for Specific Talent Aptitude is in-progress with focus on building pathways of identification (ES, JH, HS)

**Target(s):** 1.) During this time, the District will continue to refine identification processes and improve communication of the changes that follow. District professional development will include the identification in all area of giftedness and the role of the GT Interventionist in each building. We will continue to research the processes in other Districts and by using that information and the CDE protocols help to ensure positive portability.

2.) The District will also continue to research and formalize the process and procedures for early identification of students in grade K - 2 who are exhibiting highly-capable learning characteristics/talents so they can be screened and identified for gifted education (Cheyenne Mountain is not participating with Early Access).

## Advanced Learning Plan Content, Procedures and Responsibilities

**ALP Content:** District has been working towards Standards Aligned Advanced Learning Plans. All GT Interventionists have been trained in the components of the new ALPs and Alpine has now released the Standards Aligned ALP for our use for the 2016-2017 school year. This will be a process that will be completed by the end of the 2016-2017 school year based upon the dates of the ALP updates and annual reviews. In addition to being Standards aligned, ALPs need to be developed according to each individual student's strengths, interests, affective and instructional needs; all of these are represented in the ALP. We are incorporating these ALPs in the ICAP at the Junior High and High School. Junior high is a hard copy paper and the high school is completed on-line.

Addressing the affective needs of the students is a priority in the Cheyenne Mountain School District.

Gifted learners are an at-risk population and they need to be supported in multiple ways. We are very proactive with universal interventions that include all students to include Signs of Suicide curriculum, threat assessments, and counseling.

ALPs are developed as a team. Classroom teachers, interventionists, administrators, parents and students all play an active role in the team process. Self-assessments and interest inventories completed by the students to assist in goal setting and plan development is essential. Having all voices at the table helps ensure a quality document that helps drive gifted programming.

All ALPs are created and housed in the District's warehouse and management system (Alpine Achievement Systems) so the transition from grade to grade and the articulation is systematic since staff at each level have the ability (through password protection) to easily review a student's plan/record and continue to keep the documents current. At the High School level the Alpine plans are merged into ICAP.

Other ALP content and procedures include but are not limited to:

- ALPs are written annually for all gifted students (ES, JH, HS)
- Goals are written for student by teachers, parents, and the student (ES) (JH/HS only by GT interventionist, parent and student)
- Parent teacher conferences are available upon request (ES, JH, HS)
- Specific program delivery outlined in ALP including type of service and examples of curriculum to be used (ES)
- Goals are both academic and affective with a focus on areas of strengths and weaknesses (ES, JH, HS)
- Gifted and Talented teachers have been trained in standards based ALPs (ES, JH, HS)
- ALPs written in and housed in Alpine and a copy is kept in the cumulative file (ES, JH, HS)
- Classroom teachers have access to the ALPs and help develop student goals (ES, JH)



- Support and enrichment is included in the general education classroom and additionally through the Gifted and Talented resource teacher (ES, JH, HS)
- ALPs are created by student, parent, and teachers in Alpine and soon to be incorporated as part of their ICAP (ES, JH/HS use ICAP)
- Gifted resource teacher provides direct support for goal development, monitoring, and evaluation (ES, JH, HS)
- MTSS and gifted resource teacher provides supports and resources for struggling students (ES, JH, HS)
- Academic extensions are provided through AP, dual enrollment, and online course opportunities (HS)
- Academic enrichment is provided through co-curricular courses, school sponsored clubs, and school activities (JH, HS)

**Target(s):** 1.) The District will refine the process of writing Standard Aligned Advanced Learning Plans. The focus will be on quality of the goals and the progress monitoring towards the achievement of the goals. Once a goal is obtained, another can be added. Advanced Learning Plans will be a living document that is dynamic in nature and speaks to the strengths of the student including the instructional and affective needs of the students. The Interventionists will start a random ALP audit process that will be on-going throughout the year, which will be done on a monthly basis in each building.

**ALP Implementation:** Services and ALP implementation begins with the general education teachers. Since in most cases identified students spend more than 80% of their time in the general education setting, classroom teachers are essential for ALP implementation. GT Interventionists provide ALP guidance, professional development, consultation services, co-teaching opportunity, and ultimate pull-out services. The general education teacher, along with the identified student, are the direct recipients of the GT services.

To assist with ALP implementation, and knowledge of student identification, we are completing work in Infinite Campus to identify them by their area of giftedness. IC has the capability to populate a flag, or notification, on the summary page that indicates the student is GT. This structure along with the extensive use of Alpine Achievement assists with the implementation of all ALPs.

Other procedures to implement ALPs include but are not limited to:

- Copies of the ALP are given or emailed to the classroom teacher to assist in implementation (ES, JH)
- Students are involved in the goal setting to aid in goal achievement (ES, JH, HS)
- Include teachers in the areas of the student's identified area of giftedness as apart of the team to write a student's standards aligned ALP (ES, JH, HS)
- Continued to incorporate the gifted resource teacher in the MTSS process to provide supports for ALP implementation and monitoring (ES, JH, HS)
- Training for teachers to understand ALPs and how to support their identified students is planned for the next two school years as part of Professional Learning Community agendas (JH, HS)
- Progress monitoring of goals and targets to keep ALPs current (ES, JH, HS)
- Professional development is individualized when necessary, or delivered to a group or faculty when appropriate (ES, JH, HS)

**Target(s):** 1.) The District will expand ALP training to include more general education teachers to assist with building capacity for our District. We will also focus on continual progress monitoring and affective needs to support the whole student both emotionally and intellectually.



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## Programming

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**Programming Description:** Cheyenne Mountain School District is one of the top performing school districts in Colorado. Based on school and district performance, Cheyenne Mountain is currently ranked number 5 in the State with a score of 86.3% on the preliminary District Performance Framework. Being rated "Accredited with Distinction", as we have been since performance frameworks came into practice, is quite an honor. The level of academic rigor and performance is extremely high in District 12. The opportunity for excelling in the visual and performing arts, as well as, athletics is equally as high. 2016 CMAS assessment season is displaying the similar trends.

"Met" or "Exceeded" scores on CMAS ELA and Math are more the norm in District 12 than the exception. Our District Growth Report indicates that we exceeded the growth scores of the State in all categories, and as stated before we are "Accredited with Distinction". More specifically, our Gifted and Talented students outperformed their peer group as compared to the State. With such high achievement in the District, the general education and instruction in our classrooms is challenging, rigorous, and focused. The District enhances instructional opportunities for identified students by having a GT Interventionist in each building K - 12, totaling 7 faculty members. School administration and counseling departments communicate opportunities for the identified students within the building and outside in the community.

The majority of services grades K - 12 are provided through push-in and pull-out opportunities with enrichment, extended learning opportunities, and interest based programming. Each school has differentiated programming to meet the needs of their students that is designed by the GT staff in the buildings, based on the criteria noted above. Most programming takes place in the regular classroom and some is delivered through pull-out (Tier II), specialized groups or individual programming is also provided via pull-out (Tier III). The opportunities are designed to enhance the learning for gifted students and give them the opportunity to grow in their strength areas and non-strength areas both instructionally and emotionally. Full-time counselors are placed in every school in the District so student needs can be carefully assessed and addressed by professionals. These staff members are often the first to recognize an exceptional ability, the need for higher level programming and the affective needs of a student who may be in crisis.

The Junior High and High School both offer Honors classes and the High School offers 27 Advanced Placement classes in the academic, arts, and foreign language subjects. In 2016, 81% of the students who took AP exams scored a 3, 4 or 5. Advanced tracks in foreign language, math, science, language arts, visual and performing arts exist and are heavily populated. Students can access college level classes on campus through CU Succeed program, as well as, through Concurrent Enrollment and Project Lead The Way. Students at Cheyenne Mountain never run out of classes that challenge or interest them. There are on-line opportunities and on-campus opportunities at our local colleges and universities. Concurrent enrollment is limited to 11th and 12th graders, but other solutions for younger accelerated students are in place within or across our schools.

In extreme cases, grade acceleration can be explored. The District has a policy in place for Whole Grade Acceleration and a set of procedures to complete in the careful study of the student to assure that acceleration is appropriate. The Iowa Acceleration Scales is the instrument currently used in these studies and bodies of evidence.

Other programming includes but is not limited to:

- Programming varies at each school depending on individual student needs (ES, JH, HS)
- Instruction differentiates between identification areas through pull-out in math, reading and other content areas (ES, JH)
- Instruction delivery includes pull-out instruction, push-in instruction, homeroom teacher support by conferencing and providing extension/enrichment activities (ES, JH, HS)
- Programming is coordinated between students' ALP goals and course selections (ES, JH, HS)





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- Parents, GT advisor, and the student collaboratively develop the ALP (ES, JH, HS)
  - Guidance is provided in monitoring progress toward current academic and affective goals (JH, HS)
  - Post-secondary goals are monitored through progressive achievement of annual ALP goals (HS)
  - Advanced Placement, dual enrollment, and concurrent enrollment courses are offered across grade levels, across content areas, and at a level that appropriately challenges the student's ability (HS)
  - Affective and academic needs are monitored through MTSS (ES, JH, HS)

**Target(s):** 1.) Continue to review our current curriculum, new curriculum and instructional strategies for serving the needs of gifted students through opportunities provided locally, regionally, and through GT staff attendance at CAGT and NAGC annually.

2.) Review and refine development of courses serving the Social and Emotional Needs of Gifted Children to all faculty and staff to include threat assessment training and Signs of Suicide Curriculum to be presented in all buildings with specific instruction at 8th and 9th grade.

3.) Maintain gifted education services in the coming years during increased budget constraints to the best of the District's ability when the climate indicates funding cuts and growth of the negative factor. The District receives about \$47,000 from the State and an additional \$23,000 from the Universal Screening Grant to total approximately \$70,000. The current expenditures to maintain our GT program is approximately \$442,000 on a yearly basis.

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## Evaluation and Accountability Procedures

**Accountability Procedures:** Gifted and Talented programming is embedded in the District Unified Improvement Plan, in which all stakeholders have a voice in the cause analysis and goal setting for the District. GT data is aggregated from testing and other information when the number of students is large enough for public view. This is a common target area for improvement and reporting. Annual reports on Gifted Programming are provided to School Accreditation Committees, the District Accreditation Committee and the Board of Education. Parent meetings are held at each building every fall. In addition, surveys are conducted at the District and School level to improve programming in the District.

Other procedures include but are not limited to:

- Gifted students' achievement and growth is analyzed annually through the use of Scantron and State assessment data such as PARCC, PSAT, and SAT (ES, JH, HS)
- School-wide affective enrichment programs through health and PE classes are conducted with individual follow-up opportunities with counselors and referrals to support personnel such as our gifted coordinator as needed (ES, JH, HS)
- MTSS team monitors changes in students' affective growth and provides necessary supports or referrals (ES, JH, HS)
- ALPs goals are written by students with input from parents and the gifted coordinator to incorporate students' personal strengths, possible concerns and areas for growth in academic and affective domains (ES, JH, HS)
- End-of-the-year status for students' progress towards goals are delivered to parents (ES, JH, HS)
- Administration team is presented outcomes of students' progress on annual goals (ES, JH, HS)

**Target(s):** 1.) The District will continue its collaborative process with the schools, SAAC's, DAAC, and the Board of Education for reviewing data and planning for improvement in any area that does



not "Meet" or "Exceed" expectations, including the disaggregated groups. The District will continue to review the performance of the GT program and participate in their CGER audit during this 2016/17 school year. (On-site visit is February 1st and 2nd, 2017)

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## Personnel

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**Personnel Information:** The Cheyenne Mountain School District's Assistant Superintendent is charged with the oversight of the GT program at the District level and for the professional development of the GT staff and all other personnel in the District. Furthermore, one of the GT Interventionists share the Director's responsibilities with the Assistant Superintendent. There are 10 schools in the District which include five elementary schools, one junior high and one high school. The District also has one Charter school, which is housed on three campuses. The Charter school has one GT specialist, for all three campuses. The 7 other buildings in the District have one GT specialist per building. All are licensed and highly qualified in elementary education or in a secondary core content area. All eight have passed the PLACE test and currently hold a Gifted Education Endorsement. Licensed and endorsed school counselors are part of the support team in every school for gifted learners. 100% of the District's teachers are certified as highly qualified in core academic areas. All staff in the non-charter schools are licensed in the area(s) in which they are teaching. Vanguard Charter School has a waiver for licensure, but are moving in the direction to have all licensed educators. All new Charter staff must pass the PLACE test in the area of their assignment to be employed. Currently there are no paraprofessionals that are involved in the gifted education in the Cheyenne Mountain School District.

Other personnel information includes but is not limited to:

- Interventionists at all schools provide instruction and coordinate programming (ES)
- Interventionists at the secondary level: provide academic planning support in conjunction with grade level counselor, facilitate student growth and understanding of what it means to be gifted, coordinate programming for student to explore post-secondary options, and plan professional development for content area teachers to assist with understanding the gifted learner and how to meet the gifted learners' needs in their classroom environments (JH, HS)
- Content area instructors are highly qualified and all AP teachers have attended College Board AP Institutes and conferences (HS)
- Gifted teachers attend the annual CAGT conference (ES, JH, HS)
- Gifted teachers have been endorsed in Gifted Education (ES, JH, HS)
- Gifted teachers manage student plans (ES, JH, HS)

**Target(s):** 1.) The District (through general fund and Title II) will provide the financial support for GT specialist to attend the CAGT conference each year and NAGC for on-going targeted professional development.

2.) All faculty and staff will receive training in the Social and Emotional Needs of Gifted Students yearly to include Mental Health First Aide, Threat Assessment Training and Signs of Suicide curriculum training.

3.) The District will continue to maintain its gifted education sessions for new teachers in the new teacher orientation and Induction programs.

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## Budget

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**District's Description:** The District's costs for the complete GT programming efforts are approximately \$442,000 with only \$70,000 of that amount in State resources and grant funds. It is





evident that the District and community value the education of gifted learners and are committed to their success. The State contributing 16% to the total operating cost and the District funding the other 84% proves this commitment. State and grant contributions cover a portion of Interventionists' salaries, materials and professional development. The District's GT budget has been reviewed by the GT advisory personnel, administrators, the DAAC and the Board of Education. Upon completion, the budget is submitted to the State.

**Target(s):** 1.) To continue and maintain the staffing levels currently in place for gifted education in the coming years. Continue to seek community support through grants and foundation support if necessary.

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## Reports

**District Procedures:** Cheyenne Mountain currently has an annual plan through the UIP on file with the Colorado Department of Education. This plan supports the approximate 512 students, in the District, who are identified as gifted learners which represents approximately 16% of the total population of the Cheyenne Mountain School District. As stated before, the District is "Accredited with Distinction" and complies with the State requirements of accreditation. 100% of the District's teachers are certified and are highly qualified. All information is available via Data Pipeline and various CDE Reporting.

**Target(s):** 1.) The District wants to maintain their current performance rating and will strive to be in compliance with all reporting and submissions.

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## Record Keeping

**District's Description:** The District maintains records of student performance and plans in its data management system/warehouse provided by Alpine Achievement Systems. A 10-year history is currently available in this system for all students so we can track performance, growth, changes, programming, and continuity. This same system contains plans for GT, ELD, READ, 504 and MTSS. All teachers and administrators have password protected access to the system that is FERPA compliant. For financial record keeping, Cheyenne Mountain is in compliance in accordance with governmental accounting and is transparent with their reporting to the State, community members and faculty. Financial transparency is a link on our District website where more information can be obtained about finance and inventory.

Other record keeping information includes but is not limited to:

- ALPs are housed in Alpine and the students cumulative record (ES, JH, HS)
- ALPs are updated and maintained annually (ES, JH, HS)

**Target(s):** 1.) ICAPs currently house interest inventories and post-secondary explorations. Future plans for ICAP include using the Naviance System to house and maintain students' ALPs so that parents and students can monitor and review progress towards goals.

2.) Continue to maintain student records and plans in the secure and confidential manner as described above.

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## Procedures for Disagreements



**District's Description:** Currently the District has the required model policy in place for dealing with Parental Concerns and Complaints (Policy KL) about instructional processes or materials (Policy KLB) that give parents and community members a procedure to follow to make their concerns known and seek resolution.

Disagreements and appeals start with the level of where their concern arose (teacher, specialist, identification team, etc). Parents bring their concern to that level to seek resolution. If the disagreement is not resolved, then parents proceed through the principal, assistant superintendent, superintendent and finally the Board of Education. Because each concern/conflict that parents/others wish to resolve is unique, the District maintains a broad policy so that all concerns can be aired and resolved, including issues about identification and programming for gifted learners.

Appeals process includes but is not limited to:

- Appeals by students or parents are initiated through the grade level counselor or the gifted coordinator (ES, JH, HS)
- Appeals are presented (IN WRITING) to a building level team composed of teachers, administrators, counselor, and gifted coordinator (ES, JH, HS)
- The appeals team reviews the body of evidence composed of both quantitative and qualitative data from all pertinent school information and any external information brought by the parent (ES, JH, HS)
- If agreement is not reached at the building level, the appeals process is brought to the assistant superintendent and independent team from the District which reviews the body of evidence and any other new information brought forward (ES, JH, HS)
- If agreement still is not reached, the appeals process can move to the superintendent and finally the Board of Education (ES, JH, HS)

**Target(s):** 1.) Continue to work closely with parents and community by listening to concerns and resolving conflicts that arise in a timely and professional manner.

2.) Improve communication and remind parents annually, at the beginning of the year, where information can easily be obtained about the appeals process.

## Monitoring

**District's Description:** Cheyenne Mountain complies with all State and Federal laws and regulations which includes program planning, identification and service delivery for our students identified as gifted learners. The District, through the support of the SAACs, DAAC, Leadership Team, and Board of Education monitors student enrollment, academic performance and growth, which is updated annually in our UIP and comprehensive plans. The District views feedback from the State on our UIP, comprehensive plan and our upcoming CGER as growth opportunity. We have a strong instructional program that we are always trying to improve and strengthen.

**Target(s):** 1.) Actively participate in our CGER evaluation this winter and use the information/feedback that is provided to improve gifted services in the Cheyenne Mountain School District. (On-site CGER is February 1st and 2nd, 2017)