



Administrative Unit

Administrative Unit name: Arapahoe 1, Englewood - 03010	Region: Metro	
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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

Englewood School district supports family and student engagement in the following ways:

- GAC--Gifted Advisory Council--this council meets at a minimum, 5 times a year. The GAC's purpose is aligned to Englewood's Strategic Plan, mission, vision, and values.

Vision: Graduating the leaders, thinkers and explorers of tomorrow

Mission: Preparing all students for future success through learning, leading, engagement and action.

Core Values: High Expectations, Accountability, Integrity, Respect, Community

Purpose of the GAC- The purpose of the Englewood Gifted Advisory Council is to offer a means for district and building level representatives to focus on the development and implementation of goals for Gifted Education and to provide a network for communication, support, and accountability. The council will provide the District Accountability Committee (DAC) with perspective on the education of gifted and talented students in the Englewood School District.

- Informing parents of the access and identification procedures
Englewood School District has assigned a gifted liaison for each campus. The gifted liaison works with the district gifted education department, classroom teachers, instructional coaches, and psychologists/counselors to facilitate the process for early access, identification for gifted programming, or identification for the talent pool. The Englewood School District website has all gifted education information posted with contact information for further questions. The principal of the ECE works closely with the district gifted department to identify students for early access.



Parents are made aware that their 2nd and 6th graders take the CogAT test each fall, and that in addition to using the scores for instructional purposes, scores are also used for identifying potentially gifted students. Parents are provided with CogAT results and links to websites to help with follow-up home activities and ways to work with student strengths and support areas of growth.

- Educating parents and families about giftedness or parenting of gifted students

The GAC spends time each session discussing specific topics related to the needs of gifted students, and the parenting and educating that must occur. A monthly Gifted Newsletter is sent out. These topics address parent questions and areas of interest surrounding gifted education. Parents email the gifted department with suggestions and highlights they would like to have addressed in future newsletters. The gifted liaison and the classroom teacher provide parents with specific support that is aligned to their child's needs. The teacher and liaison reach out to the gifted education department for support.

- Providing information about involvement and progress reporting

The gifted department in collaboration with classroom teachers, instructional coaches, and gifted liaisons, works with the gifted student and parents. This team relationship allows the parent to be involved with all aspects of their child's gifted experience. From referral and formal identification, to ALP development and implementation, the parents of Englewood Schools are well informed. All of Englewood's ALPs utilize progress monitoring probes for both the academic and affective goals. These probes show the student's individual progress toward goal attainment. The probes are regularly shared with the student and parents, providing a collaborative approach and support system for the 'whole child'. The student's academic data related to the area of giftedness, is also shared with the parents. This allows the parents to see how well their child is performing in the gifted area/s.

- Programming options that are available to match student strengths and challenges

Englewood's gifted program consists of classroom instruction that is differentiated by the teacher and offers personalized learning opportunities aligned to student interests, motivation, experiences, culture, strengths, and learning style. Students are offered opportunities for courses in: STEM, AP, Honors, CTE, Concurrent Enrollment, and Acceleration--subject or grade, and Independent Projects. Through teaming with the psychologists at the elementary level, and the counselors at the secondary level, gifted students who have social emotional, behavioral, or other affective challenges have access to complete 'wrap around services' to ensure they are successful. Each of Englewood's campuses has an instructional coach. These coaches support the teachers in both daily and unit planning, enhancing lessons in the areas of depth, complexity, and rigor.

- Providing information about concurrent enrollment

The counselors at each of our secondary schools who are responsible for the registration of concurrent enrollment classes are in close communication with the gifted liaison and the gifted department. All students are encouraged to participate in concurrent enrollment and are provided with the course listings of the options at each location. Englewood School District partners with: all of Colorado's Community Colleges, Metropolitan State University, University of Colorado at Denver, and Colorado School of the Mines. In addition to going off site to attend a college course, Englewood School District offers concurrent classes that are built into the school day.

- Providing communication in the primary languages of our district

Englewood offers translation on the district website, as well as on any forms or plans that go home. Englewood has a partnership with Mile High Multilingual Services and a translator on retainer and provides interpretation and translation services for all meetings that require it. The school district keeps a record of the families needing interpretation/translating and schedules meetings and prepares documents accordingly.

- Provide opportunities for the parents and families to participate in the school community

Englewood's campuses hosts multiple family events each semester. The events include: STEM nights, math nights, literacy nights, tech nights, International Baccalaureate nights, Garden nights, Health



and Wellness nights, etc. All parents are invited and encouraged to attend these events. Parents are invited to be guests or to help facilitate the activities.

Targets set for improvement and enhancement:

- Parent meeting each fall to outline the purpose of an ALP and the role of parents in meeting the goals. The fall of 2017 will be the first meeting
- The gifted liaison role will be moved to the Instructional Coaches
- Monthly Instructional Coach meetings will set aside time for mini-PD sessions on gifted education. The coaches will provide site-based training for teachers on the topics covered at the coaches meetings.

Definition of “Gifted Student”

“Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. 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, ethnic, and 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 of Specific Ability, Specific Academic Aptitude, Creative or Productive Thinking, Leadership Abilities, and Visual Arts.

This definition is implemented in the following ways:

- Differentiated instruction and personalized learning in all classrooms
- Universal screenings for all 2nd and 6th grade students. Englewood uses the CogAT for the screening. Englewood uses the NNAT2 for a follow up test with students who show a significant discrepancy between their verbal and non-verbal CogAT scores.
- All EL specialists are supported in looking for ELs who might be gifted. ACCESS results are used for identifying ELs who could be gifted. For example, students who show a rapid access of the English language by moving from NEP to FEP at an increased rate.
- Offering CogAT directions in Spanish
- Teaming with special education teachers regarding students who are 2e and potential 2e students

Targets for improvement and enhancement

- Englewood Schools is partnering with Dr. Marcela Parra, Equity Specialist Coordinator, with the Region IV Western Educational Equity Assistance Center. The district will be trained on ensuring equity and cultural awareness with all of Englewood's students. This will help Englewood meet the underrepresented population.

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



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- Universal screening for all 2nd and 6th graders with CogAT
 - NNAT2 is used for additional screening of talent pool students, students with a large discrepancy on CogAT NV vs Verbal
 - A body of evidence is used to place students in the talent pool, move from the talent pool to formal ID, and when a student is referred to gifted programming.
 - For each area of giftedness a 95% or higher on a cognitive test and/or an exceptional or distinguished rating are used for determining exceptionality--as noted by the CDE pathways.
 - NNAT2 is used for our EL populations, especially NEPs and low LEPs in addition to the CogAT 7
 - Parents, students, teachers, and community members can refer students for gifted education programming--the process and procedure are posted publicly on the website.
 - District timelines are posted and are all in compliance with CDE rules and regs. They were adjusted to include district testing windows, assessments, GE liaison meetings, talent pool windows, early access windows, and formal ID windows. The ID is made within 30 days of the referral.
 - A determination letter is sent to the parents upon decision. Parents are kept in the process the entire time and this letter will not be a surprise.
 - Non cognitive and cognitive guidelines are provided for ID. Cognitive ID aligns to CDE's 95th percentile criteria
 - When students enroll to Englewood from within CO or other states and note 'gifted' in the enrollment papers, a comprehensive evaluation is done. ALPs are requested, the BOE is analyzed, interviews with parents and students occur. Transfer of CO ALPs is always accepted. Out of state ALPs (or comparable documentation) is evaluated by the GE team and action steps are taken to further develop the BOE to confirm GE ID or refute it.
 - Assessments are not a gatekeeper. If one assessment is not qualifying other options are considered.
 - All students are identified with the CDE pathways posted on the CDE site.
 - Parents, students, teachers, mental health providers, and admin are involved in the ALP process. The ALP is standards based and uses the child's strengths.
 - A BOE is never left incomplete, teachers, parents, and other key stakeholders are sought out for help in developing a comprehensive BOE.
 - Gifted liaisons, psychologists, counselors, and the student services coordinator are notified each time a student enrolls with an ALP. The ALP is reviewed within 45 days and the parents are involved within 60 days of enrollment.
 - Students in the talent pool are monitored closely. For example, the BOE used to place the student in the talent pool is used to monitor growth and achievement and to foster the identified strengths and talents. The talent pool students are reviewed in meetings and comments are made in Enrich.
 - Referrals from a variety of sources and screening procedures: NNAT2, CogAT7 (universal screening), parent referrals, student referrals, STEM teachers, criterion and norm referenced tests, and Early Access testing and screening.
 - Once the referral process begins, the parent is informed of the entire process and communicated with throughout the journey. Teacher, gifted liaison, and student services coordinator work in collaboration with parents to ensure clarity and understanding of the process.



Advanced Learning Plan Content, Procedures and Responsibilities

Content in Englewood's ALPs:

- Academic and Affective goals--based on student's strengths areas, instructional needs, and social emotional needs.
- Instructional strategies used to meet each goal
- objectives to foster the achievement of each goal
- Tier 1,2, and 3 strategies
- Depth and complexity
- Differentiation strategies
- Parental involvement
- Student involvement
- Progress monitoring probes for both affective and academic goals
- comment areas for parent, student, and teacher input
- CDE worksheet for instructional components
- data and documents uploaded for easy access
- ALP is owned by students and support by school and home
- mental health provider is involved in affective goals
- Post secondary workforce and college readiness is addressed beginning in late elementary years
- The ALP is NOT blended into ICAP. The ICAP and ALP refer to each other
- The ALP is ended at the end of each school year. The GE liaison and student add comments to the ALP that are referred to at the beginning of the next year when the new ALP is being created.
- Each ALP has the ENrich progress monitoring probes activated and reports are shared with parents at conferences, with report cards, and at key transition points.
- Each ALP is written by the student's classroom teacher. The gifted liaisons support the writing of the ALPs. The GE liaisons are provided with subs for ALP development and reflection twice a year.
- Parent and students surveys used to collect information used to develop the ALP. Parents, student, and teacher/s work in collaboration to write the ALP.

The ALP Process

The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Colorado's Exceptional Children's Educational Act (ECEA) regulations require that ALPs show evidence of parent engagement and input in their development and in the regular review of progress. Teacher(s) and other school personnel directly responsible for instruction or program delivery develop ALP goals in collaboration with gifted personnel at an end-of-year review or within the first month of the beginning of a school year. For identified gifted students new to a district, adjustments may need to be made in the ALP to match programming options available in the district. Communication to parents will occur within 60 school days of the district's start date or date the student entered the district outlining changes or modifications to the student's ALP. ALPs are managed and monitored in the school by the classroom teacher, GE liaison, and school leadership, and are housed in Enrich. An ALP is created 30 days from the time of formal identification. In order to receive per-pupil funding for early access students in kindergarten and first grade, an ALP must be completed by September 30 and clearly marked as an Early Access ALP in the Enrich and Infinite Campus data warehouses.. An initial ALP is developed after identification to include information from the body of evidence (BOE) and a student profile. Both academic and affective goals are included within the initial and subsequent ALPs (standards-based goals are written using the Common Core and National Association of Gifted Children's Affective Goals). A body of evidence includes



quantitative and qualitative data used for identification and area(s) of identification. A student profile includes area(s) of strength, student interest and parent input are included. The profile is periodically updated in terms of student interests and/or demonstration of previously unidentified strengths. The comments section of the ALP is updated at least annually, usually at spring conferences with input from student, parents, and teachers. ALPs will reflect routine progress monitoring updates at key times throughout the year. The progress monitoring section will reflect progress toward academic and affective goals. It will describe supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities that are offered to the GE student as programming. The ALP may also contain programming options that extend to community and/or college/university resources.

- ALPs are developed each year before conferences.
- A team of student, teacher, GE liaison, parent, and mental health provider work in collaboration to develop the ALP.
- The team is involved in implementation, monitoring, adjusting, and measuring growth of the ALP throughout the year.
- Surveys to teachers, parents, and students are used to enhance the ALP process
- Focus groups of students and teachers allow insight into the process and areas for growth

- STEPS 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with typical instructional routines for all students and occur prior to the writing of the actual goal(s).
- Step 1 requires the classroom teacher or gifted liaison to notify all stakeholders the ALP process is beginning and to solicit their input.
- STEPS 2 AND 3 exemplify the process that occurs within the typical classroom routine of data analysis, progress monitoring and planning for data-driven instruction.
- STEP 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level (with the Student Services Coordinator) that ensure all possible instructional options for gifted students have been fully considered. Such considerations may naturally occur annually when the gifted program plan is reexamined and self-evaluated (Englewood's Gifted Advisory Committee, beginning fall of 2016).
- STEP 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.
- STEPS 6 AND 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district---conferences, report cards, quarterly assessments, BOY/MOY/EOY benchmarks.

Enhancing this element: feedback from GAC, surveys, and interviews of all stakeholders. Also, disaggregated data analysis of local and state data will drive evaluation and assessment.

Programming

- personalized learning with the support of differentiated instruction supports the educational needs of gifted children in Englewood



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- The GE students area of strength and talent are aligned to their daily educational programming. This occurs through support and guidance of the GE coordinator and GE liaison.
 - Through student reflection, voice, and feedback individual pathways are developed for Englewood's gifted students.
 - The Enrich warehouse holds all of the GE student data allowing teachers to easily access it and apply it to lesson planning that offers differentiated content, process, and product.
 - Students in grades 7-12 are supported in aligning their ALP to ICAP when appropriate. 7-12 students are able to use their interest inventories on ICAP to drive their ALPs
 - Post secondary workforce and college readiness is addressed beginning in late elementary years

A gifted program is often something that is fixed and pre-planned, while gifted programming is something that is built around the students, where teachers may respond to their individual needs and interests: Affective guidance • College planning • Differentiated curriculum • Acceleration • Complexity • Higher-order thinking • Content extensions

Elementary, Middle, and High School: Foundation of Gifted Education The Englewood services allow for students to participate in opportunities that extend and enhance the curriculum, develop skills in problem solving and creativity, identify personal interests and needs, and encourage risk taking and responsibility for learning. Englewood teachers use research-driven differentiated instruction based on a variety of best instructional teaching practices to help increase the depth and complexity of the curriculum. Classroom teachers will work with students in flexible groups to adjust the instruction thus, providing more challenging coursework, giving these children access to advanced content; while at the same time; the teachers will provide them with a peer group that is capable of academic and social/emotional support. The classroom teachers also work with specialists, peers, mental health providers, and the Student Services Coordinator for modifications/adaptations within the general education environment.

ADDITIONAL GIFTED PROGRAMMING FOR MIDDLE SCHOOL AND HIGH SCHOOL Englewood High School provides a wide range of services designed to meet the diverse needs of its gifted students, as well as various opportunities to grow and develop academic interests and talents. A challenging curriculum in core subject areas is offered, including honors-level courses, Advanced Placement courses, STEM programming, online learning and college courses through concurrent enrollment. A variety of teaching practices, methodologies, and modifications are utilized (including differentiation, curriculum compacting, grouping, acceleration, and enrichment) in order to increase the complexity and depth of each course's curriculum.

1. Maintain a school culture that continues to value the recognition and development of exceptional talent throughout the middle and high school years. An effective teacher, counselor, and/or specialist can help a gifted student in several key ways: Recognize the student as being advanced in his/her field. ? Point the student to new challenges and make sure school remains a positive experience. ? Make sure that child is evaluated accurately for readiness to be accelerated.
2. Implement flexible pathways for reaching post-secondary outcomes to meet the needs of individual gifted students.
3. Support broad-based understanding and implementation of evidence based practices that impact instruction and performance for secondary gifted students.
4. Offer differentiation (setting high expectations when delivering instruction, fostering engaging learning environments and meaningful relationships with students, intentionally matching instructions strategies to learning goals), acceleration, AP courses, early college enrollment, or compacting (skipping units in which student demonstrates proficiency).



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5. Offer alternative pathways to address the development of personal skills that lead to an understanding of self. Common needs found in research about gifted students' social-emotional/affective needs include: multi-potentiality, perfectionism, stress and anxiety, early emergence (of talent), and hypersensitivity. Build personal and social competencies, leadership dispositions and skills, cultural competence decisions and skills, and communication skills.
 6. Ensure that guidance and career counseling programs incorporate awareness and individual attention to the most common research-based affective needs of gifted students.
 7. Capitalize on the potential of a strong support system of staff, family, and community members who assist and mentor gifted students as they reflect on personal and career goals and make adjustments to their postsecondary outcomes. Adapted from CDE, 2015

Role of Gifted Education Liaison Each school has a gifted education liaison who works in conjunction with the principal to support each teacher with their gifted education students and talent pool students. The liaison's main role is to support the classroom teachers. All gifted education students have access to a gifted education liaison, who will support the core instruction teacher in monitoring his/her academic and social and emotional growth progress. The liaison will meet with both teacher and student at specific times throughout the year to develop, review, and evaluate the attainment of the advanced learning plan's outcomes and goals. The Student Services Coordinator will be facilitating the ongoing evaluation of the Englewood Gifted Education program, providing in-depth feedback to all stakeholders to maintain the integrity of the program and its alignment to state and federal laws and guidelines.

Englewood Schools recognizes the importance of accommodating for the needs of gifted learners and providing the additional rigor and challenge these students require for making continual progress in growth and achievement. The standards also encourage us to move beyond accelerative methods to provide enrichment and critical thinking throughout all of the content areas. Individualized assessments will drive the instructional process for gifted education students. Gifted learners will be assessed through performance-based and portfolio techniques based on higher-level learning outcomes. We address this by ensuring the presence of open-ended opportunities to meet the standards through multiple pathways:

- more complex thinking applications, and real world problem-solving contexts:
- Rigorous curriculum demands
- Going more deeply into content
- Exploring the complex nature of the content
- Consciously including thinking skills in daily activities
- Exploring project-based activities
- Connecting learning in cross-curricular ways both vertically and horizontally
- Learning strategies more than answers
- Understanding how to ask the right kinds of questions
- Thinking creatively with agility
- Bring adaptable skills to the market
- Communicating efficiently and effectively through various modalities
- Accessing, analyzing, and evaluating information

Enhancing this element: feedback from GAC, surveys, focus groups, and interviews of all stakeholders. Also, disaggregated data analysis of local and state data will drive evaluation and assessment.



Evaluation and Accountability Procedures

- The Director of Assessment and Analytics and the Student Services Coordinator collaborate with the gifted liaisons to create the Englewood UIP addendum. The addendum is shared with sites so that they are working in alignment with the UIP.
- Affective growth is monitored for development through the Enrich ALP progress monitoring probes. The psychologists at the elementary levels and the counselors at the secondary levels support teachers with the affective component of ALPs. The support includes student meetings, classroom mini lessons on SEL, and positive behavior supports. The students are part of the progress monitoring and use self reflection to determine the 'rating' they give themselves art check ins
- The gifted students' data is disaggregated throughout the year. The scores of Acuity A, B, C, Bridges math, quarterly writing prompts, and state data are dissected, analyzed, compared, and goals are set for growth and achievement. The N is too low to share in detail. See Gifted Addendum for information
- The parents, students, and teachers provide feedback, anonymous and identifiable, to the gifted education department for program enhancement and improvement.
- Principals and district leaders are part of the reflection process and collaborate to develop action steps.
- The Englewood UIP gifted addendum is attached [here](#) The gifted addendum is aligned to the district 5 year strategic plan.
- Instructional coaches are the gifted liaisons and they will be provided with PD through the bi-monthly coaches meeting and then train the teachers using the ToT model.
- Carrie DeWaters manages and monitors the Englewood gifted program. Through audits of ALPs, attending co-planning sessions of teacher of gifted students, observing instruction, and offering personalized support for teachers, schools, or teams.
- Debbie Rothenberg is supporting our gifted liaisons with PDs during the 2017-2018 school year.

Englewood is working to improve the degree of intensity and level of fidelity in which the GE programming plan is followed. Teachers that are implementing the plan with high levels of rigor and fidelity are highlighted and their strategies, methods, and systems are analyzed. **This year the GE team has disaggregated the PARCC, CMAS, ACUITY, ASPIRE, and SAT data to analyze how the GE students performed compared to their non GE peers.** Principals, instructional coaches, IB coordinators, STEM teachers, and mental health providers are giving detailed feedback, input, insight, suggestions concerns, etc on the GE program, its implementation, effectiveness, and full impact on the GE population in Englewood. The GAC will review this information and develop action steps to improve the programming, address concerns and growth areas, and refine the structures. The GE programming model is in alignment with the Englewood strategic plan and the mission and vision of Englewood schools.

Evaluation should be treated and accepted as a tool for program development and improvement so that those involved in the program do not look upon the process as negative judgment. The questions for the evaluation should be framed so that they will provide critical information for the development/improvement of the program. The evaluation committee (Englewood's Gifted Education Committee and the Gifted Advisory Council) should review the program plans and records and give teachers and administrators an opportunity to identify concerns and interests they wish to



have the evaluation address in order to make decisions about the program. For evaluation of program administration and effectiveness, the focus may be on one or more of the following areas:

1. The extent to which the stated mission and goals of the gifted program are fulfilled
2. Overall student progress
3. Student, parent, and faculty attitudes toward the program
4. The incorporation of gifted education into the regular school program through differentiation
5. Overall quality of instruction and programming services
6. Future program directions and modifications.

To make reasonable judgments about the effectiveness of various facets of the program, all components should be included in the overall evaluation plan: identification, staff development, program options, curriculum, community involvement, program funding, and the evaluation process itself. A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, focus groups etc., should be used because different components of the program call for different techniques. Neither outcomes of the program nor attitudes of any stakeholders should be ignored. Input should come from students, teachers, administrators, parents, other appropriate stakeholders, as well as, statistical analysis of enrollment and achievement data. Program evaluation should also reflect an assessment of how the gifted program contributes to and articulates with the overall district improvement and strategic plans.

Questions Guiding Englewood's Gifted Education Process

TO WHAT DEGREE ARE:

- Students engaged in learning?
- Students demonstrating increased achievement?
- Students exhibiting more positive attitudes toward school and learning?
- More students enrolled in AP courses and earning grades of 3 or more on the AP exam?
- Instructional activities based on needs identified during the identification and placement process?
- Does the curriculum and instructional practices reflect "state of the art" practices in gifted education
- Students demonstrating greater ability to engage in abstract thinking?
- Students demonstrating greater knowledge and understanding of interdisciplinary subject matter focusing on major concepts and issues?
- Students demonstrating increased creativity, leadership, problem solving skills?

Personnel

Englewood's personal: The full-time Student Services Coordinator is endorsed in Gifted Education and oversees the ALP development and implementation, universal screening, identification process, creation of talent pools and development of students' potential, training of liaisons in gifted education best practices, and adjusting/improving, enhancing of the GE programming in Englewood Schools.

Gifted Liaisons requirements and roles/responsibilities:



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- Highly qualified personnel serve as the GE liaisons: GE endorsed, masters in GE, or minor in GE.
 - GE students are clustered in classrooms of teachers who are endorsed, highly experienced, or have a degree in GE.
 - The GE liaisons and cluster teachers are attending the CAGT and NAGC conferences this year
 - PDs and books studies are used
 - Englewood's GE programming is overseen by the Student Services Coordinator
 - Some of Englewood's liaisons have pursued the gifted degree program at CDE affiliated universities

Gifted Education Teachers: Roles and Responsibilities

- work with the GE student, parents, and liaison to develop and implement the ALP
- offer personalized learning within the general education class
- meet with the student for reflective conversations and goal attainment

No paraprofessionals are used in Englewood's gifted program.

Teachers work with the student services coordinator to sign up for college courses that will be working toward their GE endorsement/master's degree in gifted education.

Budget

Englewood's budget was submitted.

- The Universal Screening grant, 3228 was used for 2nd, 6th, and 7th grade universal screening with CogAT7
- The gifted education grant, 3150 and the universal screening grant 3228 were used in part to pay for 50% of a highly qualified GE coordinator--student services coordinator
- Professional Development opportunities are offered to support differentiated instruction, and effective planning. This includes the development of ALPs, how to use Enrich (stores all ALPs),
- 2 Gifted education conferences will be attended CAGT and NAGC
- The gifted education grant, 3150 is used for stipends for GE liaisons who are coaching, supporting, and monitoring the teachers of GE students and the GE students themselves. This grant also purchased Junior Great Books and accompanying resources.

Reports

Englewood schools has completed the GE addendum and has sent all appropriate data through the pipeline. The data analyst works with the GE coordinator to ensure disaggregated data is closely monitored so adjustments can be made in programming. Data digging and data dialogues are conducted with the CogAT, local, and state data to monitor the growth and achievement of the GE students and talent pool students. Englewood is working to identify students who are underrepresented. The NNAT2 (a non verbal cognitive test) is used to identify students who are English learners or who have language disabilities.



The procedures used to ensure programming is implemented with fidelity is close adherence to the CDE guidelines and continuous checks for alignment to CDE expectations. Englewood reflects and refines their ability to adhere to CDE guidelines and procedures via the Gifted Advisory Council and gifted education committee. Meeting agendas have times set aside for compliance checks. The notes from these meetings were used for the development of the gifted addendum. The AU will be working with the schools to address the disparity discovered with gifted students' data in CMAS and Acuity.

Record Keeping

- The GE coordinator works closely with the CFO and Grants coordinator to ensure line items are accurate and in compliance with the CDE grant guidelines for 3228 and 3150.
- The budgets for 3150 and 3228 were sent in through the CDE Enrich platform. ALPs are in Englewood's Enrich program and follow the students year to year.
- Data, performance tasks, notes, comments, and other critical files are uploaded into GE students Enrich profiles and serves as a narrative of the studnets GE journey

Procedures for Disagreements

The grants coordinator oversees the financial records for the two grants funding the gifted program. The grants coordinator works with the student services coordinator to ensure compliance with the principles of governmental accounting.

The gifted liaisons at each site maintains an inventory of the gifted resources and materials. The student services coordinator checks the inventory once a year.

ALP documents are stored in the Enrich database. The ALPs are part of the students cumulative record and follow them throughout their K-12 career within the district. When students move, the ALP is sent to the new school.

The Enrich database is secure and in compliance with federal and state laws and regulations. Any information shared is done so within the regulations set by state and federal agencies. The district guidelines for are followed for the destruction of ALPs of former students.

The Englewood district has a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This district-wide grievance procedure addresses:

1. How, and by whom, the grievance procedure is initiated;
2. The process for determining the need to evaluate or reevaluate the child for appropriate services;
3. The criteria for determining if placement of the child needs revision;
4. Procedures for ensuring that appropriate services are provided to all identified students consistent the federal regulations and
5. Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. This information is posted on the Englewood website.



Monitoring

1. The extent to which the stated mission and goals of the gifted program are fulfilled
2. Overall student progress
3. Student, parent, and faculty attitudes toward the program
4. The incorporation of gifted education into the regular school program through differentiation
5. Overall quality of instruction and programming services
6. Future program directions and modifications.

To make reasonable judgments about the effectiveness of various facets of the program, all components are included in the overall evaluation plan: identification, staff development, program options, curriculum, community involvement, program funding, and the evaluation process itself. A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, etc., are used because different components of the program call for different techniques. Program evaluation reflects the assessment of how the gifted program contributes to and articulates with the overall district improvement and strategic plans. Englewood is using the previous state review to guide our work and prepare for next review. We will be able to report on our improvement in key areas the state addressed as well as reflecting and refining on other components of our programming.

Englewood had their last review by the state in 2015. All of the areas for improvement were addressed and still be considered when stakeholders are discussing gifted education students and programming. The state review was addressed in the district UIP and is driving our work this year. The gifted advisory council and gifted education team are working with sites to continually revisit the state review and the goals set for improvement. This takes place at the district level and school levels. The results of the meetings are addressed by all stakeholders.

The district monitors the ALP students for; attendance, grades, assessment, affective/behavior, and overall growth and achievement. As stated in previous sections, the data is disaggregated and analyzed allowing Englewood to set goals to support teachers and students. This is done in collaborative effort among, the student services coordinator, gifted liaisons, instructional coaches, classroom teachers, gifted students, parents, and gifted advisory committee.