



Administrative Unit

Administrative Unit name: Logan Re-1, Valley - 38010	Region: Northeast	
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Name of Superintendent: Dr. Jan DeLay

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

Parents are informed of gifted identification procedures through multiple measures:

- District website (includes the identification "charts 1-4" from the CDE identification section)
- Note home to 2nd grade parents regarding CogAT administration (Spanish version available)
- Note home to parents of students who take the CogAT (new students, students with potential)(Spanish version available)
- Gifted coordinator at each school

Each school also has an Open House in August/September. The Sterling High School Open House also included a Parent Meeting for parents of Sterling High School gifted students (September 2016), which was well attended.

Concurrent enrollment is discussed during the Open House and Parent Meeting. High school counselors communicate concurrent enrollment options with students and parents each spring, through notes home, and announcements posted on the schools' websites. Northeastern Junior College is located in our community, which makes concurrent enrollment an attractive option for gifted students.

Parent Teacher Conferences are each October, during which the student’s Advanced Learning Plan is finalized. During September and October, parents, student, and teachers all have input into the ALP’s content. Standards-aligned ALPs were implemented in October 2016.



Career exploration starts at the middle school level, with various featured speakers students can select. Students also explore career and workforce options through their ICAP, which we utilize in grades 8-12.

Parent engagement options are offered during each Ultimate Celebration at Northeastern Junior College. *Fighting Invisible Tigers* and *Gifted Teen Survival Guide* books are used as a resource for parents and students.

Targets:

- Continue to add more resources to the district website, including information regarding ALPs (2016-2017)
- Communicate programming options to parents, including differentiation strategies of higher order questioning, compacting, tiered instruction, and acceleration (2016-2017).
- Parent Advisory Board (2017-2018)

Definition of “Gifted Student”

“Gifted and talented children” means those persons between the ages of four 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

This definition serves as a basis for the implementation of all other program plan elements.

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

Referrals for gifted identification are obtained through multiple sources (teachers, parents, and students) at multiple times of the year. A body of evidence is reviewed by the student's MTSS team, which includes one member that is trained in gifted identification. Gifted identification information is located in the district MTSS manual. The body of evidence makeup includes quantitative and qualitative data. For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality. Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation. A determination will be completed within 30 days after referral. The identification of the student is confirmed by the district gifted director. The gifted director updates Infinite Campus and the district gifted database at that time for identified and talent pool students. The student's MTSS team sends the parent an identification determination letter. An ALP is then completed for identified and talent pool students, through input from the student, parents, and teachers.

Universal screening is conducted in January at the second grade level, utilizing CogAT 7. Parents receive a CogAT 7 detailed report explaining the results of the screening. Parents requesting follow-



up meet with the gifted coordinator, principal, or district gifted director. CogAT 7 results are also uploaded to Alpine, making data access efficient for the student's MTSS team.

CogAT 7 is also administered (grades K-12) in a September/October window for any new students, along with students exhibiting potential to teachers and/or parents. Parents then receive a CogAT 7 detailed report and results are uploaded to Alpine. During other times of the year, CogAT 7 is administered and is hand scored. The results are communicated to parents and the MTSS team. Observation scales include Scales for Identifying Gifted Students (SIGS) which parents complete, and the Gifted Evaluation Scale (GES-3) which teachers complete.

Performance rubrics are available for arts, music, creativity, and leadership. The rubrics are from sources recommended from CDE Gifted Directors meetings.

The district had four staff take the May 2016 PLACE test, resulting in all four staff members receiving qualified licensure for gifted education.

When a student withdraws from the district, the body of evidence for identification and ALP is transferred to the new district.

For students new to our district, if the body of evidence is incomplete, consultation with the former district, parents and student for reevaluation will be completed. A new student's ALP is reviewed within 45 days of enrollment into the district, and communication with parent is completed within 60 days.

Targets:

- Continue staff professional development regarding identification procedures (2016-2017).
- Professional development for visual and performing arts teachers relating to identification in the talent areas (2017-2018).

Advanced Learning Plan Content, Procedures and Responsibilities

Each gifted and talent pool student has an ALP developed in the fall, with input from the parents, teachers, and student. Included in the ALP is a student profile which includes interest inventories. A standards-aligned academic and affective goal is included. The academic goal is either derived from a current grade standard, in which the student goes deeper and more complex into the discipline, or is benched off the next grade level's corresponding standard. The affective goal is developed from personal, social, communication, leadership, and/or cultural competency standard areas. The ALP is considered in planning for post-secondary readiness, including what coursework is necessary to follow a pathway to post-secondary targets. Each quarter, the teacher and student conference on the student's progress towards the academic and affective goals. The student's progress towards meeting the academic and affective goals are discussed with parents during the parent teacher conferences, which are conducted twice each year.

Starting in the fall of 2016, our district implemented the standards-aligned ALP, which is housed on Alpine's standards based ALP. The district MTSS committee decided at its September 2016 meeting to utilize Alpine's standards based ALP, as earlier years we used Alpine's RTI Student Intervention Plan for our ALPs. In the fall of 2017, the secondary schools are considering blending the ALP into the ICAP, including the gifted and talent pool student's academic and affective goals in the ICAP. Since the ALPs are housed in Alpine, student transition is an effective process as previous year plans and body of evidence are readily available. The school gifted coordinator also briefs the new grade level teachers about the incoming identified and talent pool students.

Targets:

- Analysis of the rigor of standards-aligned goals (2016-2017).



Classroom teachers meet with students to discuss options for the academic and affective goals, reflecting on the student's body of evidence in Alpine. The school gifted coordinator is a resource for ALP development. Parent input is solicited at this time to refine the goal areas. The ALP is finalized at the October Parent Teacher Conferences.

Targets:

- Survey the standards-aligned ALP implementation, including goals written, communication between teachers, student, and parents, and progress monitoring of goals. (2016-2017)

Programming

The majority of the gifted and talent pool students are identified in reading and/or math. At the elementary level, gifted and talent pool students are grouped by readiness level, allowing for a quicker pace and more depth and complexity of study. In January 2016, the district K-12 teachers received professional development (3.5 hrs) in depth and complexity. The district plans to continue depth and complexity professional development. The middle school clusters the students, whereas the high schools offer advanced courses, AP classes, and concurrent enrollment, both onsite, and at Northeastern Junior College.

Many elementary students and parents attend the Northeast BOCES and East Central BOCES Ultimate Celebration held each spring at Northeastern Junior College. A few high school students have attended the annual Ultimate Scavenger Hunt.

The district has focused to improve ALPs, with the fall of 2016 being the implementation of the standards-aligned ALP using the Alpine Achievement platform. Each student's academic and affective goal was developed through the input of teachers, parents, and the student. Since the academic goal is standards-aligned, in most cases, this goal is being implemented in the classroom of the strength area. The affective goal is implemented through various avenues, including advisors, counselors, or classroom teachers.

All students in grades K-10 take the NWEA MAP assessment in reading and math, each fall and spring, thus allowing the student, teacher, and parents to monitor the student's achievement (including percentile rank) and growth. Teachers utilize the NWEA Learning Continuum to supplement the curriculum.

Programming is articulated across grade levels through programming options listed in the MTSS Handbook, along with documentation of programming in each student's ALP. When a student is underachieving, the student's MTSS committee convenes to problem solve steps to improve the student's achievement.

In the past two years, we have had staff trained from William and Mary in the implementation of Great Books. All of our elementary schools have implemented Great Books.

For the past two years, the district has provided summer coursework in June for elementary gifted and talent pool students. Seventy-seven students participated in the June 2016 coursework, which included music, computer coding, and STEM projects.

Also, for the past two years, the middle school level has implemented an enrichment block for every student, allowing students to study an area of interest in their strength area. Middle schools also include the talent areas of band, jazz band, art, drama, choir, and student council.

The district high schools offer advanced classes, Advanced Placement courses, and Concurrent Enrollment courses, onsite at the high school, and at Northeastern Junior College. There are numerous clubs, including FFA, Student Council, FCCLA, FBLA, Band, Choir, Drama, Technology, and Art for students to participate in.

The high school counselors and advisors coordinate college representative visits, scholarship information, and coursework selection. Implementation of the texts *Fighting Invisible Tigers* and *Gifted Teen Survival Guide* started in the fall of 2016.



School gifted coordinators have attended the CAGT Conference for the past two years.

Targets:

- Consideration of incorporating the ALP into secondary student's ICAP (2017-2018)
- Provide more resources and professional development for affective goals (2017-2018)

Evaluation and Accountability Procedures

For the past two years, the gifted addendum has been embedded in the district Unified Improvement Plan. The gifted director presents information to the district's Administrative Council each month, Board of Education annually, and the district MTSS Committee as needed. The gifted director presents to the schools' staff or leadership teams as requested.

The student's affective growth is monitored and measured with the student's teacher to ensure continual development.

Gifted student achievement and growth data are disaggregated for reporting through Alpine Achievement and NWEA websites.

A student, teacher, and parent survey was last conducted in January of 2015, highlighting areas of strengths and areas needing improvement. Our last Colorado Gifted Education Review was conducted on February 18-19, 2015. One immediate outcome of this review was the implementation of school gifted coordinators in each district school. Each coordinator received CDE identification training, along with CDE standards-aligned training.

Targets:

- Parent Advisory Board (2017-2018)
- Program self-evaluation from stakeholders (2016-2017)

Personnel

The district has four qualified staff in gifted education; three staff members are school gifted coordinators and the fourth staff member is the district gifted director for the administrative unit. Each gifted coordinator was trained by CDE in identification and standards-aligned ALPs in 2015 and 2016. The gifted coordinator is a member of the school's MTSS team, being a key resource for gifted student identification, ALP development, programming, and progress monitoring. Information related to program coursework to develop qualified personnel is shared with staff.

Each year, two to three gifted coordinators attend the CAGT conference. Following this conference, each district teacher is invited to an afterschool professional development session when the coordinators share information learned at the conference.

The district gifted director attends the state level director meetings and also serves on the CDE Gifted Forum.

Classroom teachers are highly qualified and paraprofessionals do not serve in a teaching role for gifted instruction.

In January of 2016, depth and complexity professional development (3.5 hours) was provided for all district teachers, K-12. Depth and complexity icon cards, along with Q3 differentiation cards, were purchased for implementation at each school.

Targets:

- Continue professional development in depth and complexity (2017-2018).

Budget



The district contributes financially to gifted education through the general fund. This is in addition to the state allocation that the district receives for gifted education, along with regional and universal screening and qualified personnel grant funds.

School gifted coordinators and the district gifted director receive stipends. After school and summer enrichment courses are offered to the gifted and talent pool students. Students in grades 4-8 attend the annual CU Science Explorers each October. Annually, this typically includes 55 students and 11 teachers who receive this instruction and professional development. Many of our students take Concurrent Enrollment courses onsite at the high schools or at Northeastern Junior College. Students also participate in the Geography Bee, Spelling Bee, Ultimate Celebration (parents reimbursed for registration), and Ultimate Scavenger Hunt (partial registration reimbursement).

The gifted coordinators attend CAGT annually. The gifted director attends the state level director meetings, including the CDE Gifted Education Forum. Classroom teachers are invited to take CDE online gifted classes, along with registering for the eTips series. District-wide professional development in depth and complexity was implemented in January of 2016.

Universal screening occurs in second grade, along with CogAT 7 administration throughout the school year for grades K-12, as requested. Gifted Education Scales-3, Scales for Gifted Students, Torrance Creativity, *Fighting Invisible Tigers*, and *The Gifted Teen Survival Guide* are purchased each year. Substitutes are provided for teachers to attend professional development.

Targets:

- Seek more input into budgetary development (2016-2017).

Reports

The district complies with state requirements regarding reporting to the Department of Education and Office of Gifted Education. Required yearly reports are filed. The gifted addendum is embedded in the district UIP. A database includes the identified student grade level, gender, ethnicity, free and reduced lunch status, area of giftedness, and if twice exceptional. The number of gifted qualified personnel is documented.

The Data Management System is used for required reporting to CDE.

Targets:

- Submit all required documents through Data Management System (2016-2017).

Record Keeping

Financial records are kept in accordance with principles of governmental accounting. Equipment is not purchased with gifted education funds. Gifted and talent pool ALPs are located on Alpine Achievement secure servers. The cumulative file records include documentation that the student has an ALP which is found on Alpine Achievement's servers. Records are maintained in accordance with state regulations for data privacy, and in accordance with FERPA. Gifted student education records and ALPs are maintained, retained, and destroyed consistent with the district's procedures.

Targets:

- Continue to safe guard student privacy related to student records (2016-2017).

Procedures for Disagreements

The parent handbook posted on the district website includes the process for disagreements regarding identification, programming, and ALP issues. Included are:



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- The parent/guardian may appeal decisions of identification (within 10 school days of receiving the letter of recommendation for identification), programming, and ALP issues in writing to the Director of Gifted and Talented.
 - The Director of Gifted and Talented will conference with the parents, teacher(s), principal, and school Gifted Coordinator.
 - The parent/guardian will be notified within five school days of the meeting. If the parent/guardian is dissatisfied with the recommendation from the Director of Gifted and Talented, he/she may appeal in writing to the Assistant Superintendent within 10 school days of receiving the letter of recommendation. The Assistant Superintendent will review the process and evidence and will respond in writing to the parent/guardian within 10 school days of receiving the letter of appeal. The decision of the Assistant Superintendent shall be final.

Target:

- Include timelines for expected decision-making related to procedures for disagreements (2017-2018).

Monitoring

The district is in compliance with all state requirements for monitoring. This includes identification, programming, data analysis, and review with the Colorado Gifted Education Review.

Targets:

- Continue to be in compliance with all state requirements (2016-2017).