



Administrative Unit

Administrative Unit name: Pueblo 70, Rural - 51020	Region: Southeast	
Name of Gifted Education Director/Coordinator: Ginger Andenucio and Natalie Brown	Email: gandenucio@district70.org and nbrown@district70.org	
Director’s mailing address: 24951 Hwy 50 East, Pueblo, CO 81006	Phone number: 719-295-6518	Fax: 719-542-0220

Name of Superintendent: Ed Smith

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

Pueblo School District 70 provides on-going communication with stakeholders regarding the Administrative Unit’s (AU) gifted education program. Information and resources are currently available through Pueblo School District 70 website page on our Gifted Program, as well as, a district gifted handbook that is available on the website and at each individual school in our district. These resources contain information about Parent, Family, and Student Engagement and Communication; Definition of Gifted Student; Identification Procedures: Advanced Learning Plans; Programming; Personnel; Record Keeping; Procedure for Disagreements; Budget; Reports; and, Monitoring. The website has a tab just for parents and families regarding information on giftedness consisting of a characteristics chart, attributes of giftedness, parenting gifted students, social/emotional needs, and additional resources. Our district permission to test students and determination letters are also available at schools and on website in Spanish. Gifted representatives at each school can request any of the communication to families and parents to be translated in primary language at any time, and the district will provide. All students of transition age are involved in college and career planning, and within our district this begins at the middle school level and goes through graduation. Our website includes more information on concurrent enrollment, Individual Career and Academic Plan (ICAP) development, and career and technical education. In addition, stakeholders have access to student academic achievement through a variety of resources both at the individual school level, our district website, and the state department of education website. Pueblo District 70 gathers surveys every two years from stakeholders to review and evaluate our program, and establishes a



timeline and action steps for any area of improvement. The AU is reestablishing a Parent Advisory Council for gifted, as the previous council dissolved due to transition in AU gifted personnel. Pueblo School District 70 has a Gifted Liaison who conducts on-going meetings with school gifted personnel and provides professional development with various district audiences. Administration and gifted representatives receive communication updates monthly via email on professional development opportunities, district gifted information, and other gifted resources by means of National Association for Gifted Children (NAGC) and Colorado Association for Gifted and Talented (CAGT) organizations. Parents, Families and Students also receive email and phone communication on events, and these opportunities are also posted on the districts website. Additional opportunities that are provided by our Southeast Gifted Education Regional Consultant are shared with our stakeholders as well. Parents, Families, Students, Educators, and Administrators are involved in the identification process, ALP development if gifted determination is made, progress monitoring (reports on progress sent with districts general reporting schedule, which is every quarter), and ICAP process. Parents have the opportunity to volunteer at their child's school.

Targets for Enhancing Parent, Family, and Student Engagement and Communication:

1. Updates to AU website to keep communication current - Ongoing Target 2016-2020
2. Revise and update the AU parent resource and identification brochure - Target completion Fall 2017
3. Create a Spanish version of the handbook and brochure, distribute to local schools/parents, and any additional resources to enhance parent, family and student engagement - Target completion Fall 2017
4. Create and implement a communication plan to ensure that stakeholders not only have information on gifted, but are accessing it on a regular basis - Spring 2018
5. Provide on-going training for gifted representatives and/or teachers on student-driven, standards-based ALPs and Identification to ensure student and parent involvement in the ALP process, identification, and programming - Ongoing Target 2016-2020
6. Complete a self-evaluation with stakeholders during the 2016-2017 school year and 2018-2019 school year; review results to develop future action steps - Target 1 completion Spring 2017, Target 2 completion Spring 2019
7. Begin process of reestablishing Parent Advisory Council and meet on a quarter and/or semester basis each year - Target 2017-2018, ongoing 2018-2020
8. Report to stakeholders on the results of stakeholder surveys - Target 1 completion Spring 2017, Target 2 completion Spring 2019
9. Report on changes for programming options available to all stakeholders - Spring 2017, ongoing 2017-2020
10. Develop a tracking system to monitor involvement and progress reporting - Spring 2017, ongoing 2017-2020
11. Develop a parent and family resource on all the ways they can be involved in the school community - Fall 2017

Definition of "Gifted Student"

Pueblo School District 70 definition of "Gifted Children" is the same as the Colorado Department of Education's definition. This definition serves as the basis for implementation of our gifted program.

12.01(16) "**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:

12.01(16)(a) General or Specific Intellectual Ability.

12.01(16)(a)(i) Definition

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).

12.01(16)(a)(ii) Criteria

Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.

12.01(16)(b) Specific Academic Aptitude

12.01(16)(b)(i) Definition

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).

12.01(16)(b)(ii) Criteria

Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.

12.01(16)(c) Creative or Productive Thinking

12.01(16)(c)(i) Definition

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

12.01(16)(c)(ii) Criteria

Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.

12.01(16)(d) Leadership Abilities.

12.01(16)(d)(i) Definition

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).

12.01(16)(d)(ii) Criteria

Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.

12.01(16)(e) Visual Arts, Performing Arts, Musical, Dance, or Psychomotor Abilities.

12.01(16)(e)(i) Definition

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).

12.01(16)(e)(ii) Criteria

Visual arts, performing arts, musical, dance or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or ninety-fifth percentile and above on standardized talent-tests

Targets are not needed at this time.



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

During the 2015-2016 school year, all schools within the Administrative Unit (AU) had at least one person participate in training regarding the new Exceptional Children Educational Act (ECEA) rules and regulations, specifically focusing on the new criteria pathways for identification (Colorado Department of Education Chapter 3 Revised: Identification January 2016 Update). The district communicated on new and old common terminology: portability, talent pool, and more. Our previous target and focus still remained on the need to increase identification of students in underserved populations. All AU schools are currently following the state identification guidelines across all pathways and gifted areas. Through the Universal Screening Grant awards in 2015 and 2016, the AU has established universal screening at the 2nd grade levels for all schools. The AU has applied for funding to also assess 7th graders as well district-wide, but the funding source hasn't yet allowed us to universally screen at this grade level. Our district will continue to apply over the next four years for additional funding to universally screen at 2nd and possibly 7th grade level. Universal screening of 2nd graders will occur with or without additional funding from the grant award. The assessment that is used for universal screening is the Cognitive Abilities Test (CogAT). Our district ensures that with this universal screening that ALL students are assessed, and accommodations are available and utilized for students with disabilities and students who are English Learners; to ensure there is an equal and equitable opportunity to access as their same age peers.

Identification is based and aligned with the revised identification criteria that the state has established following the passing of the HB 14-1102, and to ensure the "portability" law is guaranteed for our current and newly identified students. The district has provided several identification trainings in person and through provided webinars posted on the Colorado Department of Education (CDE) website to all district personnel. In person trainings have occurred with administrators/principals, school psychologists, gifted representatives from all schools, and Culturally and Linguistically Diverse instructors. All educators have been provided the states webinar to view.

The AU recognizes that a student may be identified in one or more of these domains: General or Specific Intellectual Ability; Specific Academic Aptitude (with or without cognitive); Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities; Creative or Productive Thinking; and/or Leadership Abilities. The process is to gather referrals from multiple sources, multiple types, and multiple times, which will lead to a collection of a body of evidence. Referrals can come from the following: Rtl referrals, universal screening (CogAT), test data (PARCC, CMAS, NWEA, etc.), observations, performances, checklists/questionnaires, anecdotal records, inventories, or interviews.

Our district has a strict rule that not meeting criteria on a single assessment will not prevent a student from further identification consideration. From the time of the referral to the time of the determination, a team only has 30 school days. The body of evidence includes both quantitative (PARCC, NWEA, CMAS, CogAT, PCA, etc.) and qualitative (Gifted Education Scale-3, Scales for Identifying Gifted Students (SIGS), Gifted Education Planner, above grade level: rubrics, performance, etc.) data, and other supplemental information necessary to making a team decision.

Each category of giftedness, requires ratings or performance at the 95th percentile or above/advanced/distinguished level. After all of this information is gathered, a team of educators, including one member who is trained in gifted education identification, gather to make a determination with the align state criteria. The team then decides: no gifted determination, talent pool determination (district's range is 90th to 94th), or gifted determination. Communication of the decision is sent in the form of a letter to student and parents/guardians, as well as documentation, along with letter, is placed into the students cum file. If Talent Pool is determined, the Gifted Education representative fills out a brief one-page form state student information, body of evidence, and what programming will be provided to the student; a copy gets sent to the district gifted



director and another placed in cum file. If Gifted Determination is made, in addition to the letter and record being placed in the cum folder, all teachers who work with the student, secretary (to enter in to PowerSchool for coding purposes) and principal (if they didn't participate in the determination) are informed. Then, the gifted education representative within 30 school days will work with parent, student, general education teachers to develop the Advanced Learning Plan (ALP). The ALP is an on-going document that will be monitored and updated throughout each year. The district is continuing to work on this area, and a focus to improve identification with underrepresented populations and the talent domains are our primary focus at this time. Continued training, support, and guidance is being provided on a weekly and monthly basis. Offered training during our Summer 2016 Academy on the Profile of Creative Abilities (PCA), and will be offering future trainings. The District's Gifted Consultant/Liaison has been working with schools directly who have low numbers of identified students, but with most conversations it appears that they are serving students through the talent pool at this time; thus, programming does exist where it didn't before. The district is taking the necessary steps to keep this at the forefront of a discussion, but realizing improvement on programming is still an area of need; thus, once identified educators know what needs to be done to meet student's needs. The district is also trying to establish local norms to ensure access and inclusion of students from our underrepresented populations, and will communicate clearly if identification is determined wording in ALP will establish for students, parents, and others that programming may not continue if student transfers to another district. Our current statement is as follows...

"The Exceptional Children's Educational Act (ECEA), which are Colorado's rules and regulations around Gifted Education, went into effect as of June 1, 2015. These rules include the revised criteria for identification, as new regulations of "portability" are in place for our state. In reviewing (student's name) body of evidence, he/she does not meet this criteria; however, our team has decided to identify (student's name) in (area), initiate/update his/her ALP, and provide programming to meet their educational needs. If (student's name) transfers out of our district, based on the rule of portability, his/her gifted identification may or may not be honored by the new district."

The district requires all gifted records (letters, body of evidence, Advanced Learning Plan copies, body of evidence, and/or talent pool documentation forms) to be maintained and kept in student's cumulative files to ensure records are transferred correctly in and out of our district. When new students transfer to Pueblo School District 70, our enrollment procedures include gathering of input from families/parents if their student is or has been identified as gifted, and request of records from previous school are sent. School personnel notify gifted representatives of all new transferring gifted students, and gifted representatives complete a body of evidence review to determine if our state criteria is met. If it is met, gifted representatives contact parents and students and/or consult with previous district to develop a new ALP. If not met, gifted representatives consult with previous district, parent and student to proceed with a reevaluation. This review to determine if a student meets or does not meet is done within 45 school days from the date of enrollment to the district, and communication with parents is done within 60 school days from the date of enrollment. Our district requires that an ALP is developed within the 60 school days from the date of enrollment.

Targets for Identification:

1. All schools within the AU will implement the revised Identification Guidelines and have access to refresher professional development regarding the guidelines - Fall 2016, ongoing 2016-2020
2. Each school will have a review team, with at least one member trained in the guidelines, to determine gifted identification; gifted determination to be done within 30 school days of referral and reporting gifted determination to parents, followed within 30 school days to develop student's ALP - Fall 2016, ongoing 2016-2020



3. All schools within the AU will participate in the universal screening of students at the 2nd grade levels using the Cognitive Abilities Test as provided for through the Universal Screening Grant - Ongoing target 2016-2020
4. Continue application for grant and explore opportunity to universally screen 7th graders using the Cognitive Abilities Test - Spring 2017, Spring 2018, Spring 2019 and Spring 2020
5. Complete an AU data analysis to determine number of students identified from underserved populations - Fall 2016, ongoing monitoring 2016-2020
6. Review gifted student data in body of evidence section of student's ALP in Alpine Achievement to monitor correct identification procedures are implemented and followed, and to ensure all areas are being identified - Spring 2017, ongoing monitoring 2017-2020
7. Provide on-going professional development in the use of additional identification tools to identify students in all areas of giftedness (beyond typical academic areas), Ongoing Target 2016-2020
8. Provide on-going training for the identification of students from underserved populations: twice-exceptional students, English Language Learners, and students from poverty, Ongoing Target 2016-2020
9. Conduct a data analysis to identify further needs in identifying students from underserved populations, Fall 2016, Fall 2018
10. AU Gifted Liaison will monitor all students identified in the district and universal screening data - Ongoing Target 2016-2020
11. AU Gifted Liaison will monitor all transfer students to district and review body of evidences after team review - Ongoing Target 2016-2020
12. Increase identification in the talent areas - Ongoing Target 2016-2020
13. Report to all stakeholders on achievement of these targets - Ongoing Target 2016-2020

Advanced Learning Plan Content, Procedures and Responsibilities

Each student who has been formally identified in the district has an Advanced Learning Plan (ALP). All ALPs in the district are required to be developed according to the student's strength area(s), interests, and instructional and affective needs. The district provides guidance and professional development opportunities on writing compliant, standards-aligned, and best practice ALPs. ALPs are developed by a team including, but not limited to, student, parent, gifted representative, and general education teacher(s). Students who have initially been determined as gifted will have an ALP developed within 30 school days. Transfer students from Colorado, will have an ALP in place within 45 school days from their start date in the district. Students transferring from outside of Colorado, body of evidence for identification is reviewed by school review teams to determine gifted based on our state criteria. Within 60 school days after start date, parents will be notified and an ALP will be developed if an area of gifted is determined for the transfer student. Components of district ALPs include, but are not limited to, student strengths, interests, annual and standards-aligned achievement goals per each strength area written by classroom educators, goals for affective needs, post-secondary readiness (if applicable), student profile, programming strategies/interventions/supplemental curriculum/expanded opportunities/activities, progress reporting (each quarter), and parent and student input. Programming options include, but not limited to: acceleration, content acceleration, after school enrichment opportunities, AP courses, IB courses, STEM courses, CTE courses, honors classes, concurrent enrollment, and differentiated instruction). All records for the ALP are kept in Alpine Achievement and a hardcopy is placed in student's cumulative files. When students transfer in or out of district, their plans that are in their cumulative files will transfer to their next school of attendance. Parents and students receive a copy for their records as well. The ALP articulates transition process for students who move to next school level, and review of previous goals and their attainment. Classroom teachers are provided



resources on how to develop student goals, and are involved in the process of developing and progress monitoring of student's measurable goals. All district gifted representatives are responsible for completion of ALP development and reporting, but are not the sole custodians of the record. They are involved in the process of writing and development of goals, again are not the sole custodians. Students goals are expected and required to be written towards student's strength and/or interest, and be standards-aligned. Goals then are required to be aligned to classroom instruction and/or supplemental programming. Progress reports are sent at the same time as the AU sends quarterly reporting and at AU scheduled parent-teacher conferences or student-led conferences. All students are expected to be active participants in the development of their ALPs on an on-going basis. Pueblo District 70 is in initial development of blending an Advanced Learning Plan (ALP) into ICAP to improve alignment with transition and academic achievement. Lastly, our parents are also expected to be active participants in the development of their child's ALPs on an on-going basis as well.

Targets for Advanced Learning Plans:

1. All school gifted representatives will receive training on developing student-driven, standards-align ALPs - Fall 2016, ongoing training 2017-2020
2. All Advanced Learning Plans will be completed in Alpine Achievement through the new CO Standards-based ALP format - Ongoing target 2016-2020
3. Provide on-going training on developing standards-aligned ALPs - Ongoing target 2016-2020
4. Parents of identified gifted students will be invited to engage in the ALP process for their child within 30 days of initial identification or during of each school year - Ongoing target 2016-2020
5. Parents will receive hard copy of ALP and another copy in the student records on an annual basis - Ongoing target 2016-2020
6. Resources will continue to be shared to school personnel to assist in the development of ALP goals, programming options, progress monitoring; specifically including affective needs resources - Ongoing target 2016-2020
7. All ALPs will contain both academic and affective measurable goals - Ongoing target 2016-2020
8. AU Gifted Liaison and team will conduct self-evaluations of random ALPs across district at various grade levels for compliance and quality - Ongoing target 2016-2020
9. AU Gifted Liaison will review all ALPs across district at various grade levels for compliance and quality - Ongoing target 2016-2020
10. Develop and implement a blended ICAP and ALP for secondary students - Complete Summer 2017, implement 2017-2020.
11. Develop instructional guidance for secondary students to complete student driven-blended ALP/ICAP, and have this as an optional choice for the development of ALPs at the secondary level - Fall 2017-Spring 2020
12. Conduct a survey of students, both current and recently graduated, on the effectiveness of blending the ICAP and ALP to prepare students for post-secondary education - Spring 2018
13. Continue to provide opportunities for training for all school staff on Tiered Instruction, Differentiation, and other programming options, including affective needs - Ongoing target 2016-2020
14. Conduct a data analysis to determine successful implementation and achievement of the ALP targets for the Comprehensive Program Plan. Determine strengths and weakness (to be addressed) and communicate these to stakeholders. Ongoing target 2016-2020
15. Create a resource bank of high-quality ALPs from AU examples - 2017-2018 school year
16. Provide on-going training for general education teachers on the development of SMART goals, and provide resources as well - Ongoing target 2016-2020



See section I above for administrative unit procedures to implement ALPs and targets for improvement and enhancement on this program element.

Programming

Pueblo School District 70 has a continuum of services available for gifted students based on the student's areas of strength and learning needs. The district supports research-based strategies that provide opportunities for optimal learning to ensure that gifted students will perform at levels commensurate with their abilities. Gifted students are provided a dynamic, challenging educational program at every level throughout their school career.

Because District 70 is committed to site-based management and because each school reflects the needs and values of its unique community, the service options for gifted students will vary among schools across the district. However, the recognition and identification of these students, commitment to meeting their needs, and dedication to maximizing their academic performance remains a uniform priority.

Programming options across all grade levels within the district include, but are not limited to: content acceleration, grade acceleration, concept-based learning, STEM classes, curriculum compacting, online learning, independent studies, tiered level lessons, differentiated instruction (content, process, products-all, combination or individually), choice menus, project-based learning, learning contracts, flexible grouping, advanced anchors, enrichment options, field trips, and/or extended activities.

Programming options at the secondary level within the district include, but are not limited to: concurrent enrollment, Pre-AP courses, Pre-IB courses, AP courses, IB courses, Honors courses, Career and Technical Education (CTE) courses, STEM courses.

Our district requires that programming aligns to student's strengths and interests, as well as, their ALP goals. Programming options are surveyed each year from each school across the district, and this is shared with stakeholders through our district website. General education teachers continue professional development opportunities to provide high quality instruction to meet all learners needs. Gifted representatives and/or district's Gifted Liaison work in a collaborative team to provide problem solving procedures when a gifted student are underachieving.

Targets for Programming:

1. Provide professional development on addressing affective needs; utilize CDE's on-line module on Social/Emotional Needs of Gifted Students - Ongoing target 2016-2020
2. Provide on-going access to CDE's on-line modules for Differentiated Instruction, Reading, Math, etc. - Ongoing target 2016-2020
3. Utilize CAGT's e-tips for differentiation and other programming ideas - Ongoing target 2016-2020
4. Participate in and utilize the Depth and Complexity workshops from CDE - Ongoing target 2016-2020
5. Conduct survey of current differentiated instruction and other programming options being used throughout the AU; provide PD based on results; communicate to stakeholders - Ongoing target 2016-2020
6. Create a resource bank of community, on-line, and local post-secondary resources available for programming options that can be utilized throughout the AU in all academic, intellectual and talent areas - Ongoing target 2016-2020
7. Gifted personnel will do on-going quality checks to monitor that programming is matching student's strengths and interests, and alignment to their goals - Ongoing target 2016-2020



8. On-going monitoring of affective goals and programming will be done on a yearly basis - Ongoing target 2016-2020
9. Continue providing concurrent enrollment, career and technical educational options, STEM/STEAM courses, AP courses, IB courses, and Honors courses - Ongoing target 2016-2020
10. Continue providing programming that aligns to student's ICAP - Ongoing target 2016-2020
11. Provide training opportunities for general education teachers on gifted programming - Ongoing target 2016-2020

Evaluation and Accountability Procedures

The state assessments (CMAS and PARCC), ACT, SAT, Pre-SAT, NWEA, and Alpine Achievement data system are tools used throughout Pueblo School District 70. Our district submits an annual report and has on file with the Colorado Department of Education via Unified Improvement Plan (UIP), Comprehensive Program Plan, etc. The district disaggregates gifted student data per their identified area(s), grade level, gender, ethnicity, free/reduced lunch eligibility, and a comparison to non-gifted populations.

Advanced Learning Plans (ALPs) are monitored each reporting period or as appropriate according to each gifted student's learning goals through progress reports and at parent/teacher conferences, and are updated annually through a review team meeting with parents and the student. The AU is initiating development to improve monitoring of affective growth measurable goals to ensure continual development.

The UIP Gifted Addendum is used as a guide for progress monitoring, evaluation, and accountability throughout the AU. The goals and timeline for the UIP goals will facilitate evaluation and accountability for gifted education in the AU. The CGER process has also been utilized for evaluation and accountability in the AU. The CGER will be completed in the AU during the 2016-2017 school year and its results communicated through the CEGR Next Steps Improvement Chart and the CGER AU Timeline are essential tools that guide the AU's evaluation and accountability as an on-going process. It is a goal of this Comprehensive Program Plan to utilize the MTSS/Rtl process to further facilitate progress monitoring for both student achievement and affective needs. Another goal to facilitate evaluation and accountability is to fully utilize the NWEA assessments and Alpine Achievement data system, both of which are already in place throughout the AU, for more complete data collection and analysis.

Targets for Evaluation and Accountability Procedures:

1. Provide professional development on creating student-drive, standards-aligned ALP - Ongoing target 2016-2020
2. Provided professional development/training on using the Alpine Achievement data system to collect data, record and submit ALPs; for student progress monitoring, and over-all program evaluation and accountability - Ongoing target 2016-2020
3. Continue to communicate program goals to stakeholders - Ongoing target 2016-2020
4. Develop tracking system of all achievement and affective measurable goals to monitor for continual development for all identified gifted students - Spring 2017, ongoing 2017-2020
5. Follow UIP goals/targets and timeline; continue to utilized the blended UIP to facilitate evaluation and accountability on a year-to-year basis - Ongoing target 2016-2020
6. Submit required data and reports at all levels (local, AU, and state), utilize Alpine Achievement and DMS to collect and analyze date for evaluation and accountability purposes; continue on a year-to-year basis - Ongoing target 2016-2020
7. Provide professional development on using the MTSS/Rtl process for student progress monitoring, to address underachievement, and to address affective goals - Ongoing target 2016-2020



8. Review CGER Next Steps Improvement Chart and the CGER Improvement Timeline for progress monitoring and to maximize achievement of AU program goals - 2016-2018
9. Utilize parent and student feedback from surveys (to inform evaluation and accountability) - Spring 2017, Spring 2019
10. Utilize the AU Gifted Program Self-evaluation to reflect on AU needs - Ongoing target 2016-2020
11. Utilize Parent Advisory Council and other stakeholders, including AU self-evaluation tools to direct the evaluation and accountability process - Ongoing target 2016-2020

Personnel

Pueblo School District 70 currently employs a state-certified and qualified Gifted Education Liaison/Consultant to provide leadership and support for gifted programs throughout the AU on a .5 FTE basis. The Liaison is responsible to administer the gifted program, implement the program plan, and provide professional learning to increase capacity of educators to identify and program for gifted students and family partnerships. The Gifted Education Liaison also attends the State Directors' Meetings and Regional Networking meetings, and coordinates with the Gifted Education Regional Consultant (GERC) to improve the quality of gifted programs throughout the AU. This position is currently supported by the Qualified Personnel Grant from CDE.

Additionally, each school has at least one teacher who acts as the gifted education representative. These personnel participate in professional development provided. Responsibilities at the school level includes identification of gifted students, development of ALPs, communication with stakeholders, reporting information for progress monitoring and program evaluation.

Paraprofessionals are not currently employed to support GT students.

As an on-going effort to improved gifted education programs and programming throughout the AU, the Liaison promotes and disseminates information about professional development opportunities for all school staff members. Professional development for representatives are on-going and needs based throughout each school year. State on-line modules and G.E.T. webinars are highly encouraged. In addition, the AU collaborates with Denver University (DU) and University of Northern Colorado (UNC) to support with the development of qualified personnel by sharing university gifted course offerings or professional development opportunities with all district staff.

Targets for Personnel:

1. Continue employment of district education liaison to continue administering gifted program, program plan, and providing professional development - Ongoing target 2016-2020
2. Continue to promote the CDE on-line modules, G.E.T. webinars, UNC & DU course offerings, and other on-line professional development opportunities for school gifted representatives and/or teachers working with gifted students - Ongoing target 2016-2020
3. Build a Gifted Education resource library through a LiveBinder - Ongoing target 2016-2020
4. Encourage gifted representatives and/or teachers to attend CAGT and other state or regional gifted education meetings - Ongoing target 2016-2020
5. Utilize communication with stakeholders to inform decisions regarding needs for professional development - Ongoing target 2016-2020
6. Encourage membership in NAGC, CAGT, and other gifted education groups for each local coordinator for access to professional development opportunities and on-going support - Ongoing target 2016-2020
7. Seek out and communicate opportunities to educators within district to collaborate with universities and colleges to support development of additional qualified gifted personnel in district - Ongoing target 2016-2020



Budget

Pueblo School District 70 submits all annual budget plans and has on file with the Colorado Department of Education now through the ESSU Data Management System. Proposed, Adjusted, and Expended Budgets are completed which indicate gifted state funding allocations and all AU contributing funds. These funds are utilized to support stipends for school gifted representatives who are serving gifted students, professional development opportunities for gifted education, programming options that support students ALPs, testing materials for identification, and other materials needed for gifted program.

The AU's Gifted Education Liaison and Assistant Superintendent work collaboratively to submit the annual budget plan to the state which reflects State funding and AU contributing funds. An annual report is also submitted recording expenditures and reflecting accountability for the budget. Currently, the AU's Gifted Education Liaison's .25 FTE position is supported through the Qualified Personnel Grant.

Targets for Budget:

1. Communicate with stakeholders regarding need for on-going funding support of gifted education efforts - Ongoing target 2016-2020
2. Continue efforts in seeking grants and/or scholarships to facilitate gifted education efforts - Ongoing target 2016-2020
3. Establish a database of best practices, local/community resources that are available at little or no cost to enhance gifted education throughout the AU - Ongoing target 2016-2020
4. Continue submission of required budget reporting - Ongoing target 2016-2020

Reports

Pueblo School District 70 has a current annual plan via the blended UIP on file with the state department. The district also complies with the requirement of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth, and reporting. This is attained through use of the centralized student data system used throughout the AU, Alpine Achievement. Each school is responsible for accurate data entry for student data, including gifted student ALPs, through this system. The district also has a current budget proposal and actual budget expenditures on file at CDE, which was uploaded into the CDE Data Management System in accordance with state guidelines and due dates.

The use of Alpine Achievement facilitates accurate records for each gifted student, including grade level, ethnicity, gender, free/reduced lunch eligibility, area(s) of giftedness, and twice-exceptionality. Alpine Achievement is also utilized for the ALP process for each student, including identification data, SMART goals, progress monitoring, growth and achievement. The coordinator at each school/district also supplies a report to the AU's Gifted Education Director with additional data: total number of students identified, grade levels, and qualified personnel working with gifted students.

Pueblo School District 70 maintain accurate records for the Data Pipeline annual reporting of gifted education via the October enrollment collection of: number of students identified, grade level, gender, ethnicity, free and reduced lunch, areas of giftedness, twice exceptionality, and percent of students in AU identified.

Pueblo School District 70 does not have an Early Access Policy in place at this time.

Targets for Reports:

1. Continue submission of current annual plans on file with state department through blended UIP - Ongoing target 2016-2020



2. Continue compliance with accreditation - Ongoing target 2016-2020
3. Continue submission of budget proposals to state department through DMS - Ongoing target 2016-2020
4. Continued use of Alpine Achievement for management and analysis of gifted student data - Ongoing target 2016-2020
5. Continued use of Data Management System (DMS) for analysis and reporting - Ongoing target 2016-2020
6. Tracking of identified students done by District's Gifted Liaison per grade level, gender, ethnicity, free and reduced lunch, area of giftedness, and twice exceptionality - Ongoing target 2016-2020
7. Data analysis, both aggregate and disaggregate, in order to focus efforts for maximum effectiveness - Ongoing target 2016-2020

Record Keeping

Alpine Achievement system, which is password and user-access protected, keeps all student gifted records for the district. ALPs on the Alpine Achievement system become part of the individual student's cumulative record, which are held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records are maintained and destroyed consistently with district policies. Pueblo School District 70 hasn't purchased any equipment with gifted funds, so an inventory is not applicable.

Financial records are kept in accordance with the principles of governmental accounting. Equipment has not been previously purchased with gifted funds; thus, an inventory is not on file. District does not plan to purchase equipment in the future, but if done an inventory will be kept on file.

Targets for Record Keeping:

1. Continue to use Alpine Achievement to develop ALPs - Ongoing target 2016-2020
2. Continue maintenance of financial records - Ongoing target 2016-2020
3. Continue maintenance of student records in accordance to district policy - Ongoing target 2016-2020

Procedures for Disagreements

Within Pueblo School District 70's Gifted Handbook, the dispute resolution procedure is in written format. This handbook is available at each school, as well as, posted on the district's website. The dispute resolution refers to an appeal process that Pueblo School District 70 has in place for families to follow if they disagree with a decision that concerns their child's identification and/or gifted student programming services.

The appeals process begins when a student and/or parent is not satisfied with the decision of the team in the identification and/or planning of the student's educational programming to determine needs for gifted education services. This process involves the consideration of any of the assessment process, Body of Evidence data, or programming for gifted and talented services.

1. Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request in writing a conference with the building level Gifted Representative in order to review the student's profile and test scores, along with a thorough explanation of the screening process and its purpose.
2. If the conference with the building level Gifted Representative is not to the student's or parent's satisfaction, then a written appeal must be submitted to the building principal. The



principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student's or parent's signature, and the date the appeal is submitted.

3. If the outcome of the conference with the building level administrator is not to the student's or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services and/or the Assistant Superintendent at the Pueblo School District 70 Administration Building. The Director and/or Assistant Superintendent will schedule and hold a conference with the disagreeing party. This decision is final.

This process must be followed in this exact order to resolve the dispute, and no step shall be skipped. Pueblo School District 70 will align all decisions with Colorado Department of Education Rules and Regulations around identification and/or programming. Consultation with Gifted Education Regional Consultant may occur prior or during the final decision to ensure compliance.

Targets for Procedures for Disagreements:

1. Continue communication awareness with stakeholders of dispute resolution policy through website, district gifted brochure, and district gifted handbook - Ongoing target 2016-2020

Monitoring

Pueblo School District 70 complies with all applicable state and federal laws and regulations regarding the program plan, identification, and special educational services for gifted students. The 2016-2017 CGER guides the AU to develop a Timeline and Next Steps Improvement Chart for program improvement. The blended UIP will guide annual improvement focusing on student achievement. Careful progress monitoring of these goals direct the program from year to year.

Targets for Monitoring:

1. Progress monitoring of achievement of UIP Addendum and CGER goals - Ongoing target 2016-2020
2. On-going evaluation of program effectiveness - Ongoing target 2016-2020
3. Timely submission of required plans, documents, and data for gifted education through the state's Data Management System - Ongoing target 2016-2020
4. Communication to stakeholders concerning annual plan, CGER, and Comprehensive Program Plan - Ongoing target 2016-2020