




COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

AU Name 01030- Adams 14, Commerce City		Fiscal Year: FY 2021
AU Address 5291 E. 60th Ave.		
City Commerce City	State Colorado	Zip Code 80022
Gifted Education Director Name Della Palacios, Ed.D., Gifted Education Coordinator	Telephone 303-853-3249	Email Address dpalacios@adams14.org
Gifted Education Program Director Signature Della Palacios		
Superintendent Name Mr. Don Rangel, Acting Superintendent	Telephone 303-853-3333	Email Address drangel@adams14.org , drangel@mgtconsulting.com
Superintendent Signature 		

The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5). The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website. Directions: Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.



ADAMS 14 MISSION

Inspire. Educate. Empower.

VISION 2020-2023

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

GIFTED EDUCATION VISION

Adams 14 will ensure access and opportunity to advanced academics and enrichment for gifted and talent pool students through systems of support programming and advocacy. We will universally consider the identification of each student by providing access to challenging learning experiences documented in a learning portfolio, which serves as a body of evidence.

BOARD OF EDUCATION GOALS

- 1) All students will graduate college and career ready.
- 2) Recruit, hire, develop, retain highly qualified staff.
- 3) Adams 14 is a source of community pride and has a reputation of excellence.
- 4) Obtain the financial resources to increase student achievement and to provide 21st century learning environments (schools).

From 2020-2025, the Major Improvement Strategy is the implementation of the revised Comprehensive Program Plan: The 3 R's: Reorganize, Represent, Restructure. Elements of the District Conditions Rubric is the measure we will use to assess the proposed actions (Colorado Department of Education, n.d.).

In 2020-2021, the major improvement strategy is to achieve equity through excellence by promoting an asset-based approach in all elements of ECEA Rule and by implementing a learner-centered Gifted Education Learning Framework.

The measure used to assess the success of the proposed action is the District Conditions Rubric from the Colorado Turnaround Network's Office of Turnaround Support. <https://www.cde.state.co.us/accountability/districtconditionsrubric>

REORGANIZE: We are reorganizing Gifted Education through the Exceptional Children's Education Act (ECEA) using the Administrative Framework in ECEA, and we are answering the calls for equitably servicing gifted students in the Every Student Succeeds Act.

<p style="text-align: center;">Exceptional Children’s Education Act (ECEA) Program Element</p>	<p style="text-align: center;">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p style="text-align: center;">If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take. ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected. <i>All references and related meetings are listed at the end of the document.</i> ● Identify who is responsible for implementing these actions steps. ● Provide a timeline for implementation with specific benchmarks and dates. ● Identify the measures used to assess the success of the proposed action.
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REPRESENT: A representative team will be formed that supports all identification areas, special populations of gifted students, and that steers the implementation of the Comprehensive Program Plan.

Procedures for Parent, Family, and Student Engagement

Target
 In 2020-2021, Gifted Education communication and engagement procedures will be updated (including 12.06 & 12.02(2)(I)) for increased community engagement and pride.

Person Responsible
 Gifted & Talented (GT) Coordinator
 GT Liaisons

Timeline for Implementation
 2020-2021
 Continue 2021-2025

Measure Used to Assess the Success of the Proposed Action
 We will exceed expectations on 5.1, Family and Community Engagement, on the District Conditions Rubric (Colorado Department of Education, n.d.).

Board of Education Goal
 3) Adams 14 is a source of community pride and has a reputation of excellence.

Procedures for Parent, Family, and Student Engagement 12.02(2)(a)	Practices currently in place: 12.02(2)(a)(i)	
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<p>12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p>	<ul style="list-style-type: none"> ● Information is provided through the district website that includes the handbook, FAQ's, identification procedures, programming, referrals, and more. ● The district GT website contains contact information for the GT Coordinator and the GT Liaison support in the schools. ● A community facing blog details, special events or programming. ● Parents are informed at the school level about identification procedures, the progress of their student, how to be involved with the learning of their student, ways to participate in the school community, and what programs the school is offering to support student needs. ● Cluster teachers and classroom teachers of gifted students provide this information either informally or during conferences in the fall and spring. ● At the high school level, teachers, administrators, and counselors provide information about concurrent enrollment and how to support their students in college and career planning. ● Communication is provided in English and Spanish on a regular basis, with other languages available upon request. Spanish interpreters are provided at meetings. 	
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Target

In 2020-2021, Gifted Education will have established Steering Committees including parents, students, and educators to advocate for each gifted student's identity and to "foster the individual growth of each student" (Adams 14 Board Policy IH).

Persons Responsible

Gifted & Talented (GT) Coordinator
Steering Committees

Timeline for Implementation

4 | 2020

Comprehensive Program Plan | CPP

2020-2021

Continue 2021-2025

Measure Used to Assess the Success of the Proposed Action

We will exceed expectations on 5.7, Aligned Board Policy on the District Conditions Rubric (Colorado Department of Education, n.d.).

Board of Education Goals

- 1) All students will graduate college and career ready.
- 3) Adams 14 is a source of community pride and has a reputation of excellence.

<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>Practice Currently in Place 12.02(2)(b) Adams 14's definition is currently the same as CDE's definition.</p> <ul style="list-style-type: none"> ● "Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. <p>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:</p> <ul style="list-style-type: none"> ● General or specific intellectual ability, ● Specific Academic Aptitude, ● Creative or Productive Thinking, ● Leadership Abilities, ● Visual Arts, ● Performing Arts, ● Musical, and ● Psychomotor Abilities.” 	
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Identification Procedures & Advanced Learning Plan Content

Targets

- In 2020-2021, a Gifted Education Learning Framework will be publicly shared for a common understanding of the asset-based approach of gifted education, the importance of equity, the integration of the science of learning, and how identification areas integrate with programming.

Persons Responsible

Gifted Coordinator
Student Services Team
Academic Team

Timeline for Implementation

2020-2021

Measure Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric section 2.3 Defined Instructional Framework (Colorado Department of Education, n.d.).

Board of Education Goals

- 1) All students will graduate college and career ready.
- 4) Obtain the financial resources to increase student achievement and to provide 21st century learning environments (schools).

Identification Procedures & Advanced Learning Plan Content

Targets

- In 2020-2021, educators, gifted and talent pool students, district specialists, and parents/guardians will co-design a portfolio system for body of evidence collection and student ownership of learning in a gifted student's Advanced Learning Plan to "foster the individual growth of each student" (Adams 14 Board Policy IH).
- By 2025, 85% of students in Adams 14 will have a portfolio for universal consideration .

Persons Responsible

Gifted Coordinator
Building Principals

Teachers
Students
Parents/Guardians

Timeline for Implementation

2020-2023

Measure Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric section 2.4, Assessment strategy and Implementation (Colorado Department of Education, n.d.).

Board of Education Goals

- 1) All students will graduate college and career ready.
- 4) Obtain the financial resources to increase student achievement and to provide 21st century learning environments (schools).

Identification Procedures 12.02(2)(c)

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or Talent Pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:

12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;

Practices currently in place:

12.02(2)(c), 12.02(2)(c)(i), 12.02(2)(c)(ii)

- Referrals can come from anyone who has a stake in student learning (parents, teachers, administrators, students, etc.).
- GT Liaisons can assist others with referrals. ● Referrals can be made through data.
- Referrals can be made in any area.
- In building a body of evidence, evidence of exceptional ability is typically collected in aptitude, achievement, and performance.
- All students are screened using the NNAT3 in 2nd grade and 6th grade. If their scores fall between the 80th and 94th percentile, their parents/guardians receive a permission to test for further testing using the Kaufman Brief Intelligence Test (KBIT-2) and/or the Test of Nonverbal Intelligence (TONI-4).
- Students can also receive further testing if their STAR data is 90%ile or above.
- Qualifying achievement data is from nationally normed tests such as STAR at the 95th percentile and above. Exceeded on

	Colorado Measures of Academic Success	
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12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every

AU is strongly encouraged to include optional universal screening in identification procedures;

12.02(2)(c)(iii) A timeline of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive Talent Pool designation;

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionalities in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;

12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

12.02(2)(c)(vii) A review team procedure for determining identification or a Talent Pool designation from a body of evidence and for developing individualized ALPs for identified

(CMAS) is also a qualifying piece of achievement data.

- Parents give anecdotal evidence of gifted behaviors through a survey or referral.
- ACCESS scores are analyzed. If English Language Learners are making great gains from year to year, they are referred for gifted testing.
- The GT Coordinator is licensed and experienced in Gifted Education.

12.02(2)(c)(iii)

- At the end of the process a letter is sent to parents to let them know the decision.
 - The permission to test is the most common communication method to parents about referrals.
- A copy of the letter is placed in their cumulative folder at the school level.
 - A GT/Preschool Meeting about Early Access Identification takes place early in the year.
- Early Identification is a board policy and is advertised to the community on the website and through brochures distributed when the window opens.

12.02(2)(c)(iv)

- The NNAT3 Online is used for our universal screening.
- CDE's Gifted Matrix of Assessments is used to support assessment decisions.

students. When only cognitive ability assessment data meets		
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criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.

12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and

12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.

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<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool</p> <p><i>12.02(2)(d)</i></p> <p>12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a</p>	<p>Practices Currently in Place</p> <p>12.02(2)(d)(i)</p> <ul style="list-style-type: none"> ● We currently use nationally normed tests, the state test, observation tools, and performance assessments. <p>12.02(2)(d)(ii)</p>	
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performance assessment that indicates exceptional/distinguished compared to age mates.

12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.

12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student Talent Pools.

● Not meeting criteria on a single assessment tool shall not prevent further consideration. 12.02(2)(d)(iii)

● Students are placed in a talent pool based on body of evidence indicating they are near identification or if they score in the 80%ile and above on the universal screening with the NNAT3.

<p>Identification Portability</p> <p>12.02(2)(e)</p>	<p>Practices Currently in Place</p> <p>12.02(2)(e)(i), 12.02(2)(e)(ii)</p>	
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<p>Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student’s identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student’s ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student’s ALP</p>	<ul style="list-style-type: none"> ● Upon enrollment in the district, the Student Records department notifies the Gifted Education Office about the gifted student’s enrollment, including all student identification data. ● The data is reviewed and services begin, starting with an ALP, pending portability of data. ● Parents are notified by mail. <p>12.02(2)(e)(iii), 12.02(2)(e)(iv)</p> <ul style="list-style-type: none"> ● If the identification is incomplete for portability, a permission to test is sent home, and the body of evidence collection will continue. 	
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<p>Advanced Learning Plan Content <i>12.02(2)(f)</i> The AU shall develop an ALP for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level</p>	<p>Practices Currently in Place <i>12.02(2)(f)</i></p> <ul style="list-style-type: none"> ● Gifted students in preK, elementary and middle school have an Advanced Learning Plan (ALP) in Enrich. ● Students, parents/guardians and teachers play a role in writing the ALPs supported by the GT Coordinator. ● High School Students write their own Advanced Learning Plan goals incorporated 	
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<p>ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and</p>	<p>in with the Individual Career and Academic Plan (ICAP).</p> <p>12.02(2)(f)(iv)</p> <ul style="list-style-type: none"> ● Progress reports align with the district’s schedule for parent reporting and/or conferences about student progress. ● Adjustments to goals and programming options may occur during any progress reporting period. <p>12.02(2)(f)(v)</p> <ul style="list-style-type: none"> ● Advanced Learning Plans are due by conference time each year for elementary and middle school. 	
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support staff as appropriate.		
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ALP Procedures and Responsibilities

12.02(2)(g) 12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;

12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;

12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;

12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and

12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained,

Practices currently in place:

12.02(2)(g)(ii), 12.02(2)(g)(iii)

- ALP meetings are documented along with participants.
- The student writes their ALP goals with varying degrees of support from their teacher or counselor based on their grade level. Every student is required to complete a survey so that their input is reflected in their ALP goal.

12.02(2)(g)(iv)

- A copy of the gifted identification letter is kept in the student's cumulative file.
- ALPs created prior to 2016 were stored in Infinite Campus until the full migration into the Enrich software in the 16-17 school year.
- ALPs created from 2016 forward will be written and stored in Enrich for elementary and middle school.
- Newly identified gifted students have their assessment information entered into Enrich .
 - Enrich includes the date a student was identified and area(s) of giftedness.
- Students and their parents/guardians complete surveys to have input in their initial ALPs.
 - Programming and accountability are entered through options for the delivery model, advanced curriculum-based options, and affective programming.
 - Each student has at least one standards based goal based on their strength or interest area and one affective goal.

12.02(2)(g)(v)

- ALPs contain a record of a summary of the learning for the year, and record whether the goal was or was not attained.
- Progress is reported quarterly in elementary and middle school.
- At the high school level, the ALP is considered in planning for post-secondary

school	readiness using their affective goals.	
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personnel shall continue with ALP implementation and continue to engage parents in the process.

- The ALP writer enters student profile information on whether the student is twice exceptional, Early Access, or Grade Accelerated.

12.02(2)(g)(vi)

- A parent/guardian survey is included in ALP writing.
- Parents/guardians receive information about the ALP in elementary and middle school conferences.

Programming

Target

In 2020-2021, an Advanced Academics PLC of district specialists will meet bi-weekly to strategize how to increase rigor and successfully service gifted students, talent pool students, and how to increase advanced academic access for all students.

Persons Responsible

District Specialists
GT Coordinator

Timeline for Implementation

2020-2021

Measure Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric section 1.2, District Leaders' Accountability (Colorado Department of Education, n.d.).

Board of Education Vision

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

Board of Education Goals

- 1) All students will graduate college and career ready.
- 2) Recruit, hire, develop, retain highly qualified staff.

Identification and Programming

Target

Moving forward, the Adams 14 Office of Gifted Education will be included in district planning and design of new and innovative Adams 14 schools.

Persons Responsible

Gifted Coordinator
Superintendent
District Officials

Teachers

Students

Parents/Guardians

Timeline for Implementation

2020-2025

Measures Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric sections 4.3 School Empowerment and 4.4 Central Leadership of School Turnaround (Colorado Department of Education, n.d.).

Board of Education Goals

- 1) All students will graduate college and career ready.
- 4) Obtain the financial resources to increase student achievement and to provide 21st century learning environments (schools).

<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student's profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student's assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p>	<p>Practices currently in place:</p> <p>12.02(2)(h)(i), 12.02(2)(h)(i)(A)</p> <ul style="list-style-type: none"> ● Each student is provided with learning opportunities to service the strengths of their identification area(s), using identification data and goals. ● At the elementary level, Cluster grouping is a strategy grades 3-5. <ul style="list-style-type: none"> ● Teachers are also encouraged to compact curriculum or accelerate students. ● "Genius Hour" and "I'm an Expert" Google Classrooms can be copied and followed for gifted and talent pool students. ● Honors classes are available at KMS. ● Algebra is available at ACMS. <p>12.02(2)(h)(i)(G), 12.02(2)(h)(i)(I), 12.02(2)(h)(i)(J), 12.02(2)(h)(i)(J)</p> <ul style="list-style-type: none"> ● ACHS has honors courses, Advanced Placement (A.P.) courses and concurrent enrollment courses. ● Online courses are available for subject acceleration. 	
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<p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p> <p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<ul style="list-style-type: none"> ● Funds are made available for teachers to purchase materials that support individual needs and goals. <p>12.02(2)(h)(i)(C)</p> <ul style="list-style-type: none"> ● All teachers are expected to differentiate instruction to meet student needs. <p>12.02(2)(h)(i)(D)</p> <ul style="list-style-type: none"> ● Affective needs are being addressed individually in the classroom. <p>12.02(2)(h)(i)(E)</p> <ul style="list-style-type: none"> ● District-wide Depth and Complexity training is offered for all teachers. 	
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Target

18 | 2020

Comprehensive Program Plan | CPP

In 2020-2021, Gifted Education will begin its Professional Development offerings on the first and third Wednesday of the month focusing on Learning Portfolio Development and Gifted Education Instructional Strategies.

Person Responsible

GT Coordinator

Timeline for Implementation

2020-2021

Measures Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric section 3.8 Instructional Professional Development and 3.6 Teacher Leadership (Colorado Department of Education, n.d.).

Board of Education Vision

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

Board of Education Goals

2) Recruit, hire, develop, retain highly qualified staff.

Target

In 2020-2021, Gifted Education and the ACSD 14 UIP team will review the progress of the 2020-2021 annual plan for updates in 2021-2022 Annual Plan.

Timeline:

2020-2021

- Comprehensive Program Plan Year 1
- Gifted Education Annual Plan & Unified Improvement Plan 2020-2021

2021-2022

- Comprehensive Program Plan Year 2
- Gifted Education Annual Plan 2021-2022

2022-2023

- Comprehensive Program Plan Year 3
- Gifted Education Annual Plan 2022-2023

2023-2024

- Comprehensive Program Plan Year 4
- Gifted Education Annual Plan 2023-2024

2024-2025

- Comprehensive Program Plan Year 5
- Gifted Education Annual Plan 2024-2025

Persons Responsible

Assessment & Accountability Department
Management
District Officials
Gifted Education

Timeline for Implementation

2020-2022

Measure Used to Assess the Success of the Proposed Action

We will achieve exemplary status on the District Conditions Rubric section 1.1, District Led High Expectations (Colorado Department of Education, n.d.).

Board of Education Vision

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

Board of Education Goals

- 1) All students will graduate college and career ready.
- 2) Recruit, hire, develop, retain highly qualified staff.

Evaluation and Accountability Procedures

Practices Currently in Place

Shifts in Practice/Action Steps

12.02(2)(i)

The comprehensive program plan shall describe the AU's procedures for evaluation and accountability including, but not limited to:

12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;

12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);

12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and

12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted

12.02(2)(i), 12.02(2)(i)(i)

- Gifted's Annual Plan is its Unified Improvement Plan that outlines how gifted student performance is monitored and measured.
- Adams 14 uses the Colorado Growth Model to monitor improvements in the gifted program.
- The assessment department houses and analyzes data to improve focus on academic growth for all groups of students including subgroups such as Race, ELL's, Twice Exceptional Students, Gender, and Socio Economic Status to ensure we are identifying accurately.
- Gifted student achievement and growth data are disaggregated for reporting to principals and other stakeholders.
- Teachers use STAR progress monitoring and growth reports to track progress and drive instruction for all students.

12.02(2)(i)(iv)

- A Comprehensive Program Planning Team and many other stakeholders met to update this plan for 2020-2025.
 - The last two Colorado Gifted Education Reviews showed trends in compliance issues.
 - Parent, teacher and student surveys informed this plan.
 - Multiple stakeholder meetings informed this plan.
 - Research of evidence-based and promising practices informed this plan.

12.02(2)(i), 12.02(2)(i)(i)

- Beginning in 2020-2021, the UIP will serve as the Annual Plan, which is also Gifted Education's Unified Improvement Plan.

12.02(2)(i)(ii)

- Teaching Tolerance's Social Justice Standards will be included in affective growth development to honor each student's identity.
- The new Social Emotional Learning curriculum has rubrics for assessing affective growth.

12.02(2)(i)(iii)

- The Office of Gifted Education provides demographic and assessment data to the district for analysis, discussion, goal setting and evidence of achievement and growth.

12.02(2)(i)(v)

- Parents will be notified by ALPs during conferences in the elementary and middle schools.
- Parents will have Naviance access in the high school to view ALP goals.
- The new website will also house information.

2021-2022

- We will co-create a description of methods for self evaluation of the gifted program including periodic feedback and review from stakeholders using stakeholder surveys.

programming on student achievement and progress); and		
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Comprehensive Program Plan | CPP

12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.		
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<p>Personnel 12.02(2)(j) 12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p>	<p>Practices currently in place:</p> <p>12.02(2)(j)(i), 12.02(2)(j)(i)(A), 12.02(2)(j)(i)(B), 12.02(2)(j)(ii)</p> <ul style="list-style-type: none"> ● The GT Coordinator was primarily responsible for the revision of the 2016-2020 Comprehensive Program Plan. ● The GT Coordinator oversees the universal screening. ● Cluster teachers are assigned at elementary and middle schools. ● Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers. ● Paraprofessionals are not hired with gifted funds nor are they the sole providers of services. <p>12.02(2)(j)(i)(B)(I)</p> <ul style="list-style-type: none"> ● Regular professional learning opportunities are offered to GT Liaisons and Cluster teachers. 	<p>Shifts in Practice/Action Steps</p> <p>2020-2021 12.02(2)(j)(i) , 12.02(2)(j)(i)(A)</p> <ul style="list-style-type: none"> ● GT Coordinator is responsible for the revised Comprehensive Program Plan, 2020-2025, that resulted from multiple stakeholder meetings and research. <p>12.02(2)(j)(i)(B), 12.02(2)(j)(i)(B)(I) , 12.02(2)(j)(vii)</p> <ul style="list-style-type: none"> ● The Gifted Education Coordinator will be offering PLC’s on the first and third Wednesday of the month. ● Gifted Education is included in induction of new staff. ● Gifted Education is included in back-to-school district PD. <p>12.02(2)(j)(i)(B)(I)</p> <ul style="list-style-type: none"> ● The district will implement Advanced Academic PLC’s with other specialists at the district office. ● Student services will identify Special Education Coordinator to collaborate on twice-exceptional identification and programming. ● CLDE will identify EL Coordinator to collaborate on identification and programming of language learners. <p>12.02(2)(j)(i)(B)(II) , 12.02(2)(j)(iii)</p> <ul style="list-style-type: none"> ● The GT Coordinator, with Steering Committees and in support of Board Goal #4, will seek funding sources to increase the number of qualified personnel providing instruction to gifted students. <p>12.02(2)(j)(vii)</p> <ul style="list-style-type: none"> ● A new catalogue of Gifted Education Professional Learning options for educators has been released.
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<p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p> <p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>		<p>12.02(2)(j)(iv)</p> <ul style="list-style-type: none"> ● The district will collaborate with a university for support in college essay writing.
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Target

In 2020-2021, Gifted Education will seek out additional funding sources for Comprehensive Plan implementation.

Persons Responsible

Student Services Executive Director
 Business Affairs
 GT Coordinator

Timeline for Implementation

2020-2021
 Budget Expansion 2021-2025

Measures Used to Assess the Success of the Proposed Action

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We will achieve proficient status on the District Conditions Rubric section 4.2, Prioritized Funding for Turnaround, District Leaders' Accountability and exemplary status on 5.2 Stakeholder Voice in District Strategy (Colorado Department of Education, n.d.).

Board of Education Vision

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

Board of Education Goals

- 1) All students will graduate college and career ready.
- 2) Recruit, hire, develop, retain highly qualified staff.
- 4) Obtain the financial resources to increase student achievement and to provide 21st century learning environments (schools).

<p>Budget</p> <p>12.02(2)(k)</p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU’s gifted student education program described in the AU’s program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p>	<p>Practices currently in place:</p> <p>12.02(2)(k), 12.02(2)(k)(i), 12.02(2)(k)(i)(A)</p> <ul style="list-style-type: none"> ● Gifted Education submitted a Budget Consideration Presentation including salaries for personnel, PD, and materials in three scenarios. ● An expended annual budget plan is submitted to the state which reflects state funding and Adams 14 contributing funds. ● State funds are used to support salaries for licensed or endorsed staff that primarily serve gifted students. <p>12.02(2)(k)(i)(B)</p> <ul style="list-style-type: none"> ● Professional development for gifted education includes liaison stipends and professional learning meeting attendance. ● Programming options are detailed in a programming chart to support ALPs. ● Materials supporting gifted programming are high-quality and evidence-based. <p>12.02(2)(k)(i)(E)</p> <ul style="list-style-type: none"> ● Administrative costs are detailed in the budget. 	
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<p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>		
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Target

In 2020-2021, the Educator Steering Committee will evaluate the Enrich system for housing Advanced Learning Plans and will consider other vendors.

Persons Responsible

Educator Steering Committee
GT Coordinator

Timeline for Implementation

2020-2021
Budget Expansion 2021-2025

Measure Used to Assess the Success of the Proposed Action

We will achieve proficient status on the District Conditions Rubric section 2.5 Data Systems and Use of Data. (Colorado Department of Education, n.d.).

Board of Education Vision

Through engagement, collaboration, and mutual respect, the parents, teachers, administrators, and community partners of Adams 14 will create the academically rigorous and culturally diverse learning experiences needed to prepare students for success in college, career, and adulthood in safe, performance-level schools.

Board of Education Goals

1) All students will graduate college and career ready.

<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the <u>Financial Policies and Procedures Handbook</u>.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain.</p> <p><input type="checkbox"/> Yes</p> <ul style="list-style-type: none"> ● Financial records are kept in accordance with principles of governmental accounting and with district policies. ● Inventory of instructional materials for students and teachers is maintained by the GT Coordinator. Technology equipment is signed out and maintained by Technology Services. ● The signature page and identification letter are part of the student’s cumulative record. ● Individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students. ● Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in school board policy. ● They are stored in Infinite Campus or Enrich. 	
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<p>established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>		
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<p>Procedures for Disagreement 12.06</p> <p>The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>Practices Currently In Place 12.06</p> <ul style="list-style-type: none"> ● Disagreements are resolved regarding gifted student identification and programming according to the set guidelines in the ECEA and IDEA Procedural Safeguards outlined by CDE under Due Process Complaint Procedures. It is also outlined in Board Policy. ● The website includes procedures for disagreements. 	
<p>Early Access 12.02(2)(l)</p> <p>If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check “no” if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input checked="" type="checkbox"/> AU has modified implementation of element(s) in a plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	

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2019-2020 Listening, Learning, and Planning

July, 2019

- 29, 30, 31 Induction Attendance and Observation

August, 2019

- 24 Comprehensive Program Plan Planning: Metro Gifted Education Regional Consultant Meeting
- 26 Instructional Team Meeting

September, 2019

- 10-11 State Directors' Meeting
- 18, 23, 24 Building Goals and Programming Plans Due (Elementary, Middle, High)
- 24 Comprehensive Program Plan Planning: Metro Gifted Education Regional Consultant Meeting
- 25 Induction Attendance and Observation
- 26 Traveling Lab Kick Off
- 27 Comprehensive Program Plan Planning: District Team Meeting
- 30 Comprehensive Program Plan Planning: Parent Advisory

October, 2019

- 4 Comprehensive Program Plan Planning for Challenging Math Programming and Opportunities: Middle School Principals, 2 Partners
- 21-22 Colorado Association of Gifted and Talented Conference
- 25 Comprehensive Program Plan Planning: District Team Meeting
- Elementary Principal Interviews

November, 2019

- Elementary Principal Interviews (cont.)

- 5 Comprehensive Program Plan Planning: Parent Advisory
- 15 GT Comprehensive Program Plan District Team Meeting
- 21-25 Learning and the Brain Conference: Learning How to Learn

December, 2019

- 11 CDE GT/EL Project
- 16 Shared Learning and the Brain Presentation
- 14 Comprehensive Program Plan District Team Meeting:
- 17 Shared Learning and the Brain Presentation learnings and proposal to transfer learnings, Mr. Rangel, Della Palacios, Ed.D
- 18 Metro Area Induction PLC Attendance
- 18 Induction Discussion

January, 2020

- 13 Learning and the Brain/The Science of Learning & TED Circles shared with the Instructional Team
- 14 Comprehensive Program Plan Planning
- 17 Induction Planning Meeting
- 14 Comprehensive Program Plan Planning
- 23 Metro Leader Meeting
- 25 Middle School Liaison Meeting
- 27 Instructional Leadership Team Meeting
- 31 Induction Planning Meeting for Differentiation

February, 2020

- 19 Elementary Liaison Meeting: Comprehensive Program Plan Focus
- 28 Comprehensive Program Plan Planning

March, 2020

- 3-4 State Directors' Meeting
- 28 Comprehensive Program Plan Planning

April, 2020

- 7 Comprehensive Program Plan Planning: Parent Advisory
- 13 Instructional Leadership Team Meeting
- 14 GT Liaison Meeting Brainstorming Roles and Responsibilities
- 14 Survey to Specials/Electives Teachers <https://forms.gle/Vij4ZZBcrbHxT4vp7>
- 15 UIP Update Due for Posting- Extended to September

- 15 Universal Screening and Qualified Personnel Grant Extended

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Comprehensive Program Plan | CPP

- 15 GT Office Hours discussing Programming and Enrich Course
- 16 Induction Steering Committee Virtual Planning Meeting
- 24 Comprehensive Program Plan Planning: District Team Meeting
- 30 Metro Leader Meeting- TBA

May, 2020

- 14 Q & A with the State Director
- 15 Submitted the Gifted Unified Improvement Plan as an Addendum through CDE's Data Management System
- 21 Hyperdoc Asynchronous Meeting- Shared with all teachers
https://docs.google.com/document/d/164yOfLoHs_dB_TURIm3YjBxSTyA636qSsZ0ppBwsSoU/edit
- 29 Comprehensive
- 29 Gifted Education Summer Challenge, June 9, 2020 <https://sway.office.com/d5NcagNFSOcoWDLT?ref=email>

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