

**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 – 2011**

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Superintendent's Signature Date: _____		
The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.		
Section I: State Performance Plan (SPP)		
<p>⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.</p> <p>The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.</p>		
STATE PERFORMANCE PLAN For Information, Guidance and Technical Assistance		

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping

Gifted students will have advanced learning plans that guide instructional and affective programming.

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools

For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming

Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel

Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.

12.02 (1)(f)(i)

Indicator 5: *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)

Indicator 6: *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

Goal Area V: Unique Populations – Early Childhood

Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)

Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

Goal Area V: Unique Populations – Support Structures

Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.

Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

Goal Area VI: Supervision and Monitoring

Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).

Indicator 15: Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP) is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

Goal Area VI: Administrative Unit’s CIMP Targets

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

Indicator 17A:

Indicator 17B:

Check here if not applicable

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit’s Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit’s description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- * Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- * Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- * Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District -).

Indicator 1A and Evidence 1A:

Bayfield

Students gifted in language arts will increase their level of performance at the advanced level on CSAP reading from 53% in the Spring of 2007 to 60% in the Spring of 2011.

Evidence: Percent of students performing at the advanced level on CSAP reading tests, above grade level performance on NWEA and other curriculum based measures used on ALPs to measure commensurate growth.

Durango:

Student gifted in language arts performing at the advanced level on CSAP reading will increase from 53% in Spring of 2007 to 60% in Spring of 2011.

Evidence: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests, above grade level performance on district assessments such as Gates and Dibbles, and other curriculum based measures used on ALPs to measure commensurate growth.

Ignacio:

Students gifted in language arts will increase their level of performance at the advanced level on CSAP reading from 47% in the Spring of 2007 to 51% in the Spring of 2011.

Evidence: Percent of students performing at the advanced level on CSAP reading tests, above grade level performance on NWEA and other curriculum based measures used on ALPs to measure commensurate growth.

Pagosa:

Students gifted in language arts performing at the advanced level on CSAP reading will increase from 37% in Spring of 2007 to 45% in Spring of 2011

Evidence: Percent of student gifted in language arts performing at the advanced level on CSAP and other district measures on ALPs used to demonstrate commensurate growth.

Silverton

Students identified as gifted will grow one year or more in their strength area as measured by CSAP and other curriculum based measures.

Evidence: Due to small sample size, individual student performance will be monitored using CSAP, NWEA and other classroom based curriculum measures used on ALPs to demonstrate commensurate growth.

Indicator 1B and Evidence 1B:

Bayfield

Students gifted in language arts performing at the advanced level on CSAP writing will increase from 47% in Spring 2007 to 53% in Spring of 2011.

Evidence: Percent of student performing at the proficient and advanced level on CSAP writing tests, above grade level performance on district assessments used on ALPs to measure commensurate growth.

Durango

Student gifted in language arts performing at the advanced level on CSAP writing will increase from 50% Spring of 2007 to 57% in Spring of 2011.

Evidence: Percent of gifted in language arts students performing at the advanced level on CSAP writing tests, above grade level performance on district assessments such as the district writing rubric, and other curriculum based measures used on ALPs to measure commensurate growth.

Ignacio

Identified gifted students will increase their performance on the CSAP writing test so all students perform in the proficient and advanced category from 94% P/A in Spring of 2007 with 20% advanced, to 100% PA and 40% advanced, in Spring 2011.

Evidence: Percent of student performing at the proficient and advanced level on CSAP writing tests, above grade level performance on district assessments used on ALPs to measure commensurate growth.

Pagosa

Students gifted in language arts performing at the advanced level on CSAP writing will increase from 31% in Spring 2007 to 40% in Spring of 2011.

Evidence: Percent of students gifted in language arts performing at the advanced level on CSAP writing tests and other district measures on ALPs used to demonstrate commensurate growth.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.

How will the stakeholders access the process for identification assessment and programming options?

How are parental engagement opportunities fostered and implemented? How do parents provide input

about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

The following is a list of how districts in the administrative unit will communicate to parents and educators about the options available for gifted programming:

In Place:

- Websites/Internet
- Parent Brochures and/or packets
- Parent Meeting/Individual and Group setting
- Parent Advisory Councils/Parent Organizations (Pagosa and Ignacio)
- Newsletters
- Teacher Packets
- Reporting to Superintendents, School Boards and/or BOCES Board
- Faculty Meetings/Individual and Group

Targets:

- Provide information about Gifted Education in languages specific to the demographics of the district
- Include gifted education in all open houses and informational meetings K-12
- Offer professional development and/or workshops for teachers K-12 and parents regarding the process for identification, assessment and programming of gifted students.
- Post the current AU Plan and End of Year Report on the SJBOCES website and provide hard copies if requested. (District websites may link with the SJBOCES website.)
- Ensure written documents about Gifted Education with applicable policies, procedures, and guidelines are available in schools, main offices, on websites, and made available throughout the community (e.g., local newspaper releases and other oral/written platforms showcase gifted initiatives.)

How will the stakeholders access the process for identification assessment and programming options?

In Place:

- SJBOCES website and district websites
- Parent and Teacher Identification Checklists and Referral forms (also available in Spanish)
- Bulletins and School Newsletters
- Professional Development Training - KOI for teachers as requested by districts
- Faculty meetings
- All requests for student screenings are honored.

Targets:

- Include stakeholder groups in gifted education program evaluation processes.

How are parental engagement opportunities fostered and implemented?

In Place:

- Annual district level Gifted Education parent meeting – Durango.
- Annual Advanced Learning Plan (ALP) meetings
- Parent conferences with general education teachers and Gifted Ed. Facilitators.
- Student activities, e.g., Knowledge Bowl, Destination ImagiNation, and student enrichment programs
- Gifted Education Parent Advisory Council (Pagosa and Ignacio)
- SAAC Committee (School Accountability) and School Parent Organizations
- SENG Parent Group (Bayfield)
- Open houses/celebration evenings

Targets:

- Each district and/or the AU will have a parent advisory and/or support group that meets twice annually. The group will provide support to parents new to gifted education and help locate local

resources for those who need additional support.

How do parents provide input about their student's strengths and challenges?

In Place:

- Referral form
- Observation checklist used for parents
- Annual ALP meetings
- School conferences
- Emails as needed

Targets:

- As needed, and taking into account input from parents, adjust ALPs during the school year to address changing needs of students based on progress-monitoring

In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures?

In Place:

- There is collaboration with tribal education counselors (Ignacio)
- Parent identification packet is translated into Spanish and is posted on the SJBOCES website
- Information is available (Fall 2008) in Ute and Navajo as requested by school/parents

Targets:

- Conduct periodic surveys (written and telephone) to parents of students who represent traditionally underrepresented groups to discover what is working and what can be improved.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students.

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

What are criteria used for determining exceptional ability and eligibility for gifted services?

In Place:

- All districts require the building and using a body of evidence as criteria to determine exceptional

ability and the needs for special educational services. The collected body of evidence includes qualitative data from a variety of sources and reliable and valid quantitative data. A description of assessments that may be included in a body of evidence is listed on the BOCES website for district and parent reference.

Target:

- All districts will include student response to Tier I and Tier II interventions as additional information to include in the body of evidence necessary for identification.

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In Place:

- Students may be brought to the attention of the school team for identification based on wide-net screenings, referrals from teachers, parents, self and or other students at any time during the school year.
- Once a student is referred, data and a body of evidence is collected. Included in the evidence may be the Kingore Observation Inventory, formal and informal classroom and district assessments, portfolio documentations, parents and teacher checklists, and anecdotal records. Should the team need more information, a CoGAT and/or Naglieri is administered. On rare occasions, the WISC III is administered by a School Psychologist.
- Wide-net screenings include the use of the Kingore Observation Inventory and CoGAT at one or more grade levels.
- The BOCES website includes checklists and descriptions of what might be included in a portfolio to assist in the identification of students from the academic and non-academic areas.

Target:

- Once a student is referred, Tier I interventions are put into place and data regarding the student response to Tier I interventions is collected and included in the body of evidence.
- In all districts, wide-net screening occurs annually in the primary grades and then again at grade 6 using either the Kingore Observation Inventory, TOPS or the CoGAT to identify a talent pool for observation and development.
- The SJ BOCES website will include a revised student profile form to assist with quantitative measures of the non-academic areas along with checklists and descriptions of what might be included in a portfolio to assist in the identification of students with strengths in the non-academic areas.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

In Place:

- Districts review gifted education enrollment data annually for possible disproportional representation by some groups.
- Districts conduct wide-net screening to identify a talent pool of students from less represented groups.
- All districts are working to identify assessment tools that are research based and culturally fair.
- Some districts are able to provide identified talent pool and/or identified gifted students additional teacher support for success in advanced academic programming options.

Target:

- Information on identification procedures and characteristics of all gifted students, including those from less represented groups, is available annually to parents, educators, students and throughout the community.
- All districts will identify a talent pool that includes students from less represented groups, provide Tier I interventions, and monitor progress.
- Districts can identify special efforts made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics.
- Districts can describe how they offer supplementary teacher support to those students from less

represented groups in the identified talent pool that ensures their success in advanced academic programming options.

What method/s will ensure equal and equitable access to all students?

In Place:

- Wide-net screening occurs annually at one or more grade levels. The Kingore Observation Inventory is used grades K-8 or at one or more grade levels. Some districts use CoGAT at one grade level in all schools.
- Students may be brought to the attention of the school team for identification based on wide-net screenings, referrals from teachers, parents, self and or other students at any time during the school year.

Target:

- In all districts, wide-net screening occurs annually at the primary grades and then again at grade 6 using either the Kingore Observation Inventory, TOPS or the CoGAT to identify a talent pool for observation over time.
- Information on identification procedures and characteristics of all gifted students, including those from less represented groups, is distributed annually to parents, educators, students and throughout the community.
- Districts will identify a “talent pool” of early primary students for possible identification later. Students in the “talent pool” are provided with opportunities to develop their strength areas.

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

In Place:

- For most referral and in all schools the review team consists, at the minimum, of the gifted education facilitator, the classroom teacher, and the principal. In some situations, the school student support team (SST) is the review team. (A SST is comprised of the school psychologist, an administrator, the classroom teacher(s) the gifted education facilitator, a counselor, and the parent.)
- Students are brought to the attention of the team by the universal wide-net screening process and/or referral from the classroom teacher, administrator, community member, parent or student.
- If the student does not qualify for services, parents may appeal the decision.
- Implement ALPs and reviewed by the parent, teacher(s), gifted facilitator and student (as appropriate) at least once a year.

Target:

- In all schools, the school student support team (SST) is the review team. This SST is comprised of the school psychologist, an administrator, the classroom teacher(s) the gifted education facilitator, and the school counselor. Schools may include parents and students in the review team meeting or meet with them separately to develop the ALP.
- When progress monitoring of Tier I interventions suggests the student needs Tier II or III interventions, the team meets to review referral data (within 30 days of the implementation of Tier II interventions) and a body of evidence, including response to Tier II or III interventions, is used to determine eligibility for special educational needs.
- If identified as having special educational needs requiring Tier II and/or Tier III interventions, develop the ALP collaboratively with parents.
- SJ BOCES posts lists of Tier I and Tier II interventions on the website for all strength areas as a resource for schools.
- All students have an eligibility review every three years and/or at transitions.
- A procedure is available to accommodate and support those students who exit from the program voluntarily or who may no longer require special educational provisions.

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student’s advanced learning plan (ALP).

In Place:

- The SJ BOCES website explains the assessment process, the gifted determination, and how to develop an ALP based on individual student needs. Form letters are posted for district use.
- Some forms and information are available on the SJ BOCES website in Spanish. (Permission for assessment, behavior checklist, and permission for testing)
- Some districts communicate the referral and assessment process in brochures, flyers, school websites, parent meetings, and Back-to-School Nights.

Target:

- All districts communicate the referral and assessment process in brochures, flyers, school websites, parent meetings, and Back-to-School Nights.
- Information is available on the SJ BOCES website for parents explaining ALPs in Spanish.
- Bi-annually conduct needs assessments regarding program effectiveness and elicit information from parents about how to better communicate procedures relating to identifying gifted students.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure

What *structure* – continuum of delivery of services – will be available in the administrative unit?

In Place:

- K-5 offers a consistent range of programming that includes acceleration, some pull-out, and accommodations offered within regular classroom instruction.
- The continuum of service at the middle and high school level varies by district and within districts. Some high schools offer advanced placement and honors classes. Others offer on-line classes. Acceleration as a programming option is growing through policy change.

Targets:

- Each school district will have written information on the continuum of services available with special attention given to transitions from school level to school level to ensure consistency between schools.
- The AU will post on the SJ BOCES website written information regarding the continuum of services possible for each strength area to assist parents and students.
- Increase opportunities for students to learn and work with peers of similar ability and interests within the school, district and region through research, independent study, internships and/or mentorships.

Differentiated Instruction

What are key *differentiated instruction methods* used in the administrative unit?

In Place:

- Classrooms offer pretesting, rubrics, choices, compacting/post secondary enrollment, independent study, and mentorships in the school and community.

Targets:

- Standards-based differentiated curriculum for gifted learners will be integral to daily instructional practice. This will be measured through district accountability methods monitoring gifted student progress.

Affective Guidance and Counseling

Name affective *guidance and counseling support systems* for gifted students.

In Place:

- All districts have guidance counselors available to students. All counselors are not trained in gifted education social emotional and career guidance needs..

Targets:

- Most ALPs will include growth goals in social-emotional areas and/or career planning and programming options to be met through counseling, guidance and/or career planning.

Content Extensions List *content extensions/strategies* available for each category of giftedness.

Language Arts:

In Place:

- Small group instruction, writers/readers workshop, AP, honors classes and postsecondary options at HS level in most districts, Junior Great Books, rubrics and other options available within most classrooms

Targets:

- Advanced programming is available in Language Arts, including AP, honors and postsecondary options in each district.

Math:

In Place:

- Most districts offer some form of acceleration, provide small group instruction, compacting, and AP and honors classes.

Targets:

- Advanced programming is available in Math, including AP, honors and postsecondary options in each district.

Science:

In Place:

- Local Science Fairs are offered in some districts, along with Camp Invention, Space Camp, mentorships, and AP classes.

Targets:

- Advanced programming in Science is available, including AP, honors, mentorships and postsecondary options in each district.

Creativity:

In Place:

- Destination Imagination is offered as an enrichment opportunity in most districts.

Targets:

- Increase the number of students identified with a strength in creativity.
- A continuum of advanced programming options will be available to students identified as creatively gifted. Individual ALP goals will reflect these needs, available programming options and evaluation of effectiveness.

Leadership:

In Place:

- Increase the number of students identified with a strength in leadership.
- Mentorship, World Affairs (Ignacio and Bayfield), 'Notables' study in elementary, many clubs at middle and high school, Student Council, Sports, etc...

Targets:

- Advanced programming options will be identified and made available to students gifted in leadership skills. Individual ALP goals reflect these needs, available programming options and evaluation of effectiveness.

Performing Arts/Music/Visual Arts:

In Place:

- Theatre, music classes, band, choir, after school enrichment classes and other offerings in the communities.

Targets:

- Increase the number of students identified as gifted in the arts.
- Advanced programming options are available to students who are identified as gifted in the arts. Individual ALP goals reflect these needs available programming options and evaluation of effectiveness.

General Cognition:

In Place:

- Flexible grouping, when possible, in student strength and interest areas is available in most districts.

Targets:

- Flexible instructional pacing allows for acceleration methods, in-depth work, and provisions for compacting through on-going progress monitoring.

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

In what ways are students accelerated?

In Place:

- Students are accelerated by content area or by grade level. When appropriate, some students are “double-accelerated” in certain content areas.
- Most districts are in the process developing an acceleration plan along with district policy and procedures.
- Districts use a body of qualitative and quantitative evidence (including the Iowa Acceleration Scale or components of the scale) and a formal review process prior to any decision to accelerate a student by grade level or content area.

Targets:

- Policies and procedures are in place in each district to address acceleration, both by content area and grade skipping.
- All school systems have a K-12 plan in place for each content area to accommodate post secondary options for students made eligible through acceleration.

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student’s individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

How will the administrative unit ensure that a gifted student’s individual programming is matched to his/her strengths and interests?

In Place:

- When students are identified as eligible for gifted programming services, ALP goals are written based on strengths, needs and interests and are matched to services and programs.
- Annually and as needed, independent conferences review and update ALPs and include input from parents and students.
- Programming options address student needs throughout the instructional day to include academic, creative, affective, career and other identified needs.

Targets:

- Evidenced through degree of goal attainment, ALPs demonstrate the alignment of services and programs matched to student needs (academic and affective) and strengths, K-12.
- Strengthen gifted programming available through counseling to include attention to unique social-emotional needs, counseling, guidance, and career planning.

What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

In Place:

- Most districts use quantitative data gathered through curriculum measures (NWEA in some districts) CSAP, current levels of performance on curriculum-based classroom measures, and qualitative data gathered informally to help guide the development of ALPs.

Target:

- All districts will use quantitative data gathered through curriculum measures and CSAP and qualitative data gathered through interviews and/or surveys to help guide the development of ALPs.
- All students are monitored during the school year to ensure programming options identified in the ALP continue to address student needs.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.

What post secondary options are available to gifted students?

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.

What post secondary options are available to gifted students?

In Place:

- Most districts have Dual Enrollment, and on-line classes available to students.

Targets:

- Students in all districts will have available appropriate pre-collegiate or pre-advanced placement support systems.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

In Place:

- All identified gifted students in grades K-8 have current ALPs. (Pagosa and Durango are approaching the goal of K-12) The ALPs are developed at the time of admission into the gifted program and are updated annually. Some high school students still do not have current ALPs.
- All districts review and update ALPs annually and identified goals and evaluation components are based on collaboration between the student, the parent, teachers and the gifted teacher/facilitator.

Targets:

- 100% of students will have ALPs that reflect student strengths, interests and needs. All ALPs will include affective and career awareness goals as necessary.
- All districts will review and update ALPs annually and identify goals and evaluation components based on collaboration between the student, the parent, teachers and the gifted teacher/facilitator.
- A formal review of student special instructional needs will occur every three years and/or during transition to the next school level.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system?

In Place:

- Some schools have formal transition processes between grade levels and school levels.

Targets:

- Aligning with information on the SJ BOCES website, each district will create and disperse information on various K-12 programming options, either on websites, through brochures,

vertical articulation meetings, etc.

- All schools develop and communicate formalized processes to facilitate the ease of transition between grade levels and school levels.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

In Place:

- If the student is from Colorado, the receiving school reviews files, collects any missing information and matches identified needs on the ALP to available programming options. If this means ALP goals must be altered, a parent teacher conference is held to update the ALP.
- If the student is not from Colorado, the receiving school reviews files, collects information from the sending school and the parents of the students. This collected body of evidence is reviewed by the school identification team to determine eligibility based on our state standards.

Targets:

- The process used when gifted students move into the administrative unit will be posted on the website for staff and parent understanding.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In Place:

- Gifted student CSAP data is updated annually and disaggregated by student strength areas (LA, Math and Both.) District trend data is documented and reported.
- Annual reports that include enrollment and trend data is given to the Coordinator of Gifted Education in the fall of each year.

Targets:

- A plan for the education of gifted students is part of all district improvement plans, strategic plans and accreditation processes.
- Aggregate SJBOCES achievement, enrollment and budget data is published to the SJBOCES website.

In what ways are advanced learning plan (ALP) goals monitored?

In Place:

- ALP goals are updated and/or reviewed twice per year
- Goals may be revisited mid-year to determine if progress is being made

Targets:

- Individual schools in the district understand the requirements for storing and sharing cumulative records for gifted students.
- All ALPs are updated annually and are the collaborative work of the student, the parents, the teachers and the gifted coordinator.

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

In Place:

- Informal and common classroom assessments gauge student level of achievement on curriculum measures.

- CSAP scores determine annual growth and trajectories.
- Some districts use NWEA twice yearly.
- Some district use common content area assessments/evaluations at the school level.

Targets:

- Increase understanding of progress-monitoring and how it applies to growth in identified gifted students.
- Increase communication with all stakeholders regarding student progress once per quarter or trimester.
- Develop a portfolio with a measurement component for students identified in other non-academic areas
- Identify measures to monitor progress of social-emotional development and career awareness.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).

In Place:

- All districts currently have some form of counseling available to students.

Targets:

- Students learn and practice self-advocacy skills to use in the their area(s) of giftedness and in general throughout the school year
- Identify measures to monitor progress of social-emotional development.

Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

In Place:

- Gifted educators annually use the state rubric to evaluate how their gifted program is progressing in relation to the goals that were set for the district based on the prior year's self-evaluation.
- Gifted educators determine what percentage of students meet the goals set on their ALPs
- Gifted educators self-evaluate the effectiveness of their programming options based on review of student progress

Targets:

- A bi-annual parent and staff needs assessment provides information regarding the strengths and needs met by gifted education programming.
- All districts will report annually to their school board regarding performance, strengths and next steps in gifted education programming.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

In Place:

- The BOCES has a Coordinator of Gifted Education to provide technical support to individual districts related to program design, the program plan, and other programming elements.
- Gifted facilitators and/or gifted education coordinators are identified in all districts and provide direct and/or indirect services to identified students and their families grades K-12.
- Counselors in all schools are available for gifted students and families of gifted students

Targets:

- Increase the number of qualified personnel to provide direct and indirect services to students

grades PreK-12.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

In Place:

- When paraprofessionals provide support services, they do so under the guidance of the classroom teacher and/or gifted education facilitator within general education.

Targets:

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit's gifted student data and related to the instruction, programming and counseling of gifted students?

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students?

In Place:

- Teachers, counselors and other school personnel may enroll in Differentiated Curriculum, Instruction, and Assessment Workshops, on-line classes, and other professional development trainings relating to the addressing the educational and social/emotional needs of gifted students
- The BOCES employs a coordinator to facilitate gifted programming in the AU to facilitate staff development about gifted education.

Targets:

- District Gifted Education facilitators and/or coordinators will collaborate frequently with general education teachers and school counselors to develop programming options and monitor students ALPs.
- SJ BOCES will increase efforts to include parents, general education teachers, counselors, and administration in professional development endeavors.
- Needs assessments related to professional development will be conducted bi-annually to gather information from teachers, counselors, administrators, and parents related to gifted education.

Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students?

In Place:

- There is no requirement that gifted facilitators/coordinators have a master's degree or an endorsement in gifted education, but there is an expectation individuals engage in on-going professional development related to gifted education.
- Where applicable, teachers responsible for the instruction of gifted students in core academic areas meet the federal requirements for highly qualified personnel.

Targets:

- Through workshops, staff development opportunities, and collaboration with Adams State College, the SJ BOCES coordinator will increase the number of qualified personnel providing

direct services to identified gifted students.

Are qualified personnel responsible for management of the program plan?

YES

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

In Place:

- DCIA Workshops, Regional Network Meetings, Guest “Expert” Speakers, on-line classes and attendance at State and National Conferences.
- BOCES Coordinators meet regularly with districts to provide technical support as necessary.

Targets:

- Collaborate regionally to be able to offer more staff development opportunities to teachers, counselors, administrators, and parents. Work with districts to identify common staff development days.
- Effectively communicate professional development offerings as measured by increased attendance from all stakeholder groups.
- Address areas identified for future staff development at regional meeting:
 - On-line Classes
 - On-line Book Study – Best Practices in Gifted Education
 - Characteristics of Gifted Girls and Less Represented Groups
 - DCIA – More ideas, rigor, HOTS, student engagement, work with existing standards-based lessons (Aggressive and unique “marketing” to attract those who believe they are already experts on differentiating instruction.)
 - Strategies to engage underachieving gifted students
 - Embed GT into RtI (the relationship between progress-monitoring and curricular interventions)
 - Pre-advanced Placement Support Systems
 - Development of regional needs assessment for teachers and parents about Gifted Education Curriculum and approaches such as William and Mary and Understanding By Design
 - Skills and strategies to provide leadership in districts related to gifted student growth and the new accountability paradigm shift.

What content and/or skills will be the focus based upon the administrative unit’s gifted student data and related to the instruction, programming and counseling of gifted students?

In Place:

- Districts disaggregate enrollment data based on grade level, gender, twice exceptional, strength areas and ethnicity

Targets:

- The AU Gifted Education Coordinator will provide gifted teachers/facilitators tools and skills to disaggregate and examine data.
- The AU Gifted Education Coordinator will provide instruction, programming and coaching related to what the data suggests.
- District gifted coordinators will receive training to disaggregate gifted student data by grade level, gender, ethnicity, economic status, twice exceptional, and strength area. (LA, Math, Both and Other)
- District gifted coordinators will recognize and understand commensurate growth in gifted students based on a body of evidence and not one test score.

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or,

in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships?

In Place:

- Adams State provides credit for graduate continuing education classes. Some classes offer a certificate in gifted education.
- BOCES Gifted Education Coordinators arrange for ASC credit for all regional professional development offered.

Targets:

- AU Gifted Education Coordinators will encourage and support a cohort group will be created to facilitate a Master's in Gifted Education from either UNC or DU.

In what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

In Place:

- Adams State provides credit for graduate continuing education classes. Some classes support efforts for a certificate and/or endorsement in gifted education.

Targets:

- AU Gifted Education Coordinators will encourage and support efforts of Fort Lewis College to embed gifted education in their undergraduate course offerings, different from the current “one class on exceptionalities.”

Budget: Narrative

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

How are stakeholders involved and informed of the budget?

In Place:

- The BOCES Superintendents and the BOCES Board determine how state money is awarded to member districts.
- Each district facilitator/coordinator meets with his/her district administration to match funds to the district's goals identified in the annual plan.
- In all districts, this amount far exceeds the supplemental level of funding and indicates a strong commitment to gifted education in each district.
- Funding supports all aspects of the intent to offer a broad continuum of services for gifted students, grades K-12. (Personnel, professional development and training, identification tools, programming options, supplies and materials and technology as needed.)

Target:

- Districts will identify resources to address a continuum of services and other resources to meet the needs of students identified in leadership, creativity, art, music and the performing arts.

Provide a brief narrative describing the purposes and activities related to the total budget:

Network Meetings and other regional staff development in the southwestern part of the state have provided opportunities for collaborative work and the creation of a wide variety of programming options to meet student needs. In the past three years districts have significantly increased financial support for gifted education, several regional activities are in place to involve students from a large geographic area, and there is a broader understanding of gifted student needs and instructional best-practice.

Without state funds supporting personnel, professional development and training, the purchase of identification tools, and release time for collaboration, funds spend on programming, supplies and materials would not be as effective. We are working to not only build programming options but to also strengthen sustainability with our state and local funding.

Budget: Form

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records
In Place:

- Currently each district manages student records (profiles and hard copies of ALPs), financial records, and the equipment inventory purchased with state funds based on each district's policy.
- ALPs are also web-based and managed and stored by the BOCES and ESAP.
- Budget reports from past years required by Gifted Education and CDE are on file, hard copy, at the BOCES.

Target:

- Once a new provider is identified, all student records will be web-based and hard copies stored at the BOCES similarly to current practice with IEPs.
- The Coordinator of Gifted Education will investigate other methods for maintaining financial records and the inventory of any equipment purchased with state funds.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records:

In Place:

- Currently districts manage student records based on policy

Target:

- Once a new provider is identified, all student records will be web-based and hard copies stored at the BOCES similarly to current practice with IEPs.

ALP:

In Place:

- We are currently using ESAP, but this will be discontinued in July (see attached)

Target:

- We wish to use a web-based ALP that can also accommodate a student profile so we can facilitate smooth transitions between grade levels and schools, and better manage record storage.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process?

In Place:

- A dispute resolution policy is posted on the BOCES website for use by all districts should a dispute regarding identification, assessment or programming arise. Before a formal appeal, disagreements are first heard by the gifted facilitator and/or Gifted Education School Team for resolution. The student or parent may request a conference to review the student profile, test scores and a thorough explanation of the screening process.
- If not resolved, a written appeal is submitted to the building principal and a schedule and conference must be held upon receipt. The written appeal must contain a statement of the complaint and evidence in its support. It must include a parent signature and a date.
- If not resolved, the submitting party may request a conference with the Director of Exceptional Student Services. His or her decision is final.

Target:

- Provide information to parents in their primary language.

What are the procedures for parents to access the process?

In Place:

- A dispute resolution policy is posted on the BOCES website for use by all stakeholders.

Target:

- Provide information to parents prior to student identification process of how dispute resolutions are addressed in case they should arise at any time. This will be included in a school brochure or handbook.

Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

The San Juan BOCES website has a Gifted Education website to guide stakeholders in the AU
http://www.sjboces.org/gt_contents.php

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose,

rose_d@cde.state.co.us. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples: Douglas County_ProgramPlan_08-11
Douglas County_Budget_08-09
Douglas County_ALP_08-11
Douglas County_PPAttachment_08-11

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

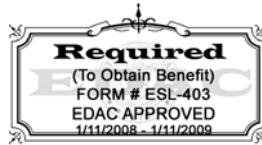
CDE Contact Persons:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.





**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 – 2011**

BOCES Consolidated Signature Page

Administrative Unit's Name: San Juan Board of Cooperative Educational Services		Region: SW Colorado
BOCES Executive Director Signature: Date: _____		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:
Durango School District	Mary Barter	
Bayfield School District	Don Magill	
Pagosa Springs School District	Mark DeVoti	
Ignacio School District	Juvie Jones	
Silverton School District	Kim White	

Copy, complete signatures and mail to:

Colorado Department of Education
 Exceptional Student Leadership
 Gifted Education Unit
 201 East Colfax Avenue
 Suite 300
 Denver, Colorado 80203-1799