



Administrative Unit

Administrative Unit name: Arapahoe 6, Littleton - 03040	Region: Metro	
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Name of Superintendent: Brian Ewert

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

Communication is provided to parents and the community by multiple means.

<http://littletonpublicschools.net/content/gifted-talented-advisory-committee-gtacserves> (link to GTAC district site)

First, a 60-member Gifted & Talented Advisory Council (GTAC) as a critical component for guiding the District G/T Coordinator in determining the needs, issues and concerns of parents/schools around G/T services and programming in LPS. Each school has a parent rep and a G/T teacher representing their school on the GTAC. The Executive Committee is made up of two elementary parent reps, two secondary parent reps, an elementary principal, a secondary principal, a Board of Education member, a Community-at-large member, the current Chair of GTAC (always a parent elected by the Council), the past-Chair, the Chair-elect, and the District G/T Coordinator. District GTAC bylaws (see attached) define the roles of each member. GTAC also serves in a critical advisory role to the Board of Education in making decisions around not just G/T services but also other instructional/operational decisions. Each year an annual report is presented to the Board of Ed outlining the previous year’s accomplishments, identifying potential charges for that current year pending Board approval, and an updated membership roster. (see attached 16-17 Board report) LPS’s district website <http://littletonpublicschools.net/content/gifted-talented> is another critical source for providing information to parents and the community at large. G/T information is provided in the PROGRAMS section of the website. Information on the website can be translated into multiple languages including Spanish which is our majority second language. Individual schools have G/T



information and/or wikispaces detailing services specific to their site. A district brochure is being revised and will explain G/T identification and GT programming that is available in LPS schools. It will also be translated into Spanish. This brochure will be available at every school and is on the district website. In addition starting in 17-18 the GT portion of the district website will be updated to include new information, GT compliance timelines, and supplemental GT opportunities.

A G/T facilitator at every school is responsible for providing G/T Identification and Programming information to parents, staff and administrators at their respective schools through Curriculum nights, G/T nights, the GT section of their local school website

(<https://sites.google.com/a/lps.k12.co.us/fire-to-be-kindled/>), school newsletters, Faculty meeting presentations and any other means they feel is viable and appropriate to ensure equitable access and comprehensive understanding about LPS's G/T program.

Links to various relevant sites for GT parents include Concurrent

Enrollment (<http://littletonpublicschools.net/content/career-technical-education>), NAGC, CAGT, Western Academic Talent Search, Hoagies Gifted, SENG website, etc.

Documents are stored and shared with district GT personnel on Google Drive. Individual schools also use Google Drive to store and share documents with teachers, parents, and students. Some examples of resources available to staff and parents include letters to parents regarding testing and identification, brochures and pamphlets on gifted education in LPS, and information about the Early Access program.

Additional parent GT meetings are held throughout the year at schools and at the district level with various guest speakers (both local, state and nationally known) about topics relating to G/T including twice-exceptionality, emotional issues related to giftedness including Asperger's Syndrome, Bi-Polar Disorder, perfectionism, underachievement, etc. Topics for district level presentation are determined by Charges (See attached Board Report) selected by the GTAC and approved by the Board of Education. A continued effort to offer parenting groups using the SENG (Social and Emotional Needs of the Gifted) at least one semester each year is an ongoing goal for GT in LPS. Information about CAGT, NAGC, and other useful websites related to gifted education and giftedness are posted on the GT portion of the district website.

Other additional items available to stakeholders include the LPS GTAC Facebook page, G/T Teacher Online Handbook, G/T Parent Handbook, Acceleration Brochure, and the agendas/minutes of the GTAC. The most recent state GT reports such as the district CGER Review and UIP GT Addendum are available on the district website.

Annual GT program updates are provided to the Board of Education from the District GT Coordinator. The GTAC also submits an annual report in the fall to the BOE on its work in their meetings and Charges from the previous year. These reports are public record and available via BOARDDOCS on the district website. The District GT Coordinator updates school administrators three-four times a year about ongoing work in Gifted Education.

TARGET(S):

- Increase communication options for parents at all grade levels beyond the district and school websites and attendance at GTAC meetings.
- Add clear information about building level gifted programming options and contact information for Gifted and Talented (GT) building facilitators on all school websites
- Continuously monitor and revise our communication methods and processes using yearly feedback from our District Gifted and Talented Advisory Council surveys and the Annual district GT needs assessment.
- A concerted effort to train more teachers as SENG parent group facilitators will be made each year.



- Continue to identify means to share learnings/information from GT Advisory Council to parents at all schools.
- Annual needs assessments will be conducted to seek input from stakeholders to improve the LPS GT program.

Definition of “Gifted Student”

<http://littletonpublicschools.net/content/gifted-talented>

The district uses the state definition exactly as written in statute. It is posted on the district website and included in documents available to parents and staff. (see link above) This definition is the basis that servers for all other program elements. In 2015-16 all GT facilitators were trained in the CDE revised identification criteria for full implementation in 2016-17. Principals and the Board of Education were updated on the revised criteria and processes. Two webcasts were developed in August, 2016 for consistent training of building staff across the district. One was a four minute webcast on how to set up a building Gifted Review Team and the second one was a nine minute webcast for all building staff on the revised gifted identification criteria covering all areas (General Intellectual Ability (GAI), Specific Academic Aptitude and Talent Aptitude) as well as programming implications for these areas. A Multimedia presentation was created in August, 2016 for GT Facilitators to use in training staff on the complete identification process from referral to programming.

TARGET(S):

- 100% of building staff will see the webcast, "I Think This Student is Gifted..." by the end of First Semester.
- GT Facilitators will review identification areas for all currently identified GT students by the end of the 16-17 school year to determine if the student strength area(s) need to be changed or additions need to be made based on the newly implemented criteria and ALP goal reviews.

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

The district G/T assessment process includes five specific steps:

1. Student Search

The student search begins with the school G/T facilitator training their school staff about the needs and characteristics of gifted students so that they can begin to search for students who may be in need of G/T instructional services. The search is broadened by "casting a wider net" through district wide assessments, Student Intervention Teams (SIT), and Gifted Review Teams (GRT) bringing forth the names of other candidates that might not typically be considered for referral. In addition to local school training, the District Coordinator conducts information sessions with other key groups such as ELD teachers, Special Education Teachers, School Psychologists, Instructional Coaches, Counselors, Assistant Principals. and Principals. This information is also shared with stakeholders via brochures, websites, and at GTAC meetings.

2. Gifted Students New to District

A central registration process allows for parents of all incoming students to indicate if their child has been identified as G/T or has participated in G/T services in a previous district. This information is then forwarded on to the District G/T Coordinator who then logs it in and contacts each local school G/T facilitator to ensure that the student is brought forward for consideration for G/T identification and services in LPS. LPS is working to comply with the new reciprocity requirements for GT identified students from other Colorado districts. Students previously identified as GT in another



Colorado district and who have an ALP must be reviewed and have an ALP created for them within 45 days of their start of school. If enough information is not received at the local school, the District GT Coordinator or his/her secretary will assist in obtaining additional student records from the previous school.

3. Nomination

During the nomination process, the Gifted Review Team begins to collect a body of evidence on the nominated student. We used the MAP data, CMAS results, iReady data, as a basis for a universal screener. In addition in 2016-17 all students in grades 2-5 at our three Title 1 schools (which are also our ELD center programs) were administered the NNAT3 online cognitive assessment as a means of universally screening this group of underrepresented students. This evidence helps the Team (made of up the G/T facilitator, an administrator or their designee, classroom teachers working with that student, and any other person the team deems necessary) to review and determine what additional data should be collected to provide the student with an equitable evaluation and bring forth any pertinent information that may assist in making the most appropriate decision around the need for G/T services and identification for that student when appropriate. At least one member of the Gifted Review Team must be trained in gifted education as defined in CDE rules. Anyone (including parents, teachers, administrators, other G/T students, etc.) can make a referral for the team to consider. Students who come from another G/T program are automatically referred for consideration. The Portability process provided in GT state rules guides LPS GT facilitators in identifying GT students identified in another Colorado school district. Parents indicate in the district registration online form that their child was previously in a gifted program and this will trigger a review. This registration form is available in English and Spanish. Computers are available at the district office lobby for those who do not have computers at home. Students who come from out of state and are listed as GT identified must be given automatic consideration for GT evaluation once documentation has been received from their previous school.

Students are also referred as a result of the districtwide assessments given throughout the year. These include the iREADY given in grades K-5 in reading and math and the Measures of Academic Progress (MAP) given in Language Arts and Math in grades 6-8 and in some high schools grade 9. Referrals are also generated from CMAS data, Special Ed referral/evaluation data, ACCESS results, and any other data that is current within three school years. iREADY is administered twice a year to K-5 students and the MAP test is given in the fall to all new 6-8 students and also to all 6-8 students in the spring of each year. Once students are nominated for further evaluation, parents are notified by means of a Consent for Evaluation form. No assessment can proceed without written approval by the parent. Schools have 30 school days after receipt of the signed Consent for Evaluation form in which to make a determination about going forward with assessment for GT identification.

4. Identification

Students in LPS are evaluated for G/T identification using the state identification criteria. In order to be formally identified as G/T, a student must meet the criteria as outlined by CDE rules in General Intellectual Ability, Specific Academic Areas, and/or Specific Talent Aptitude. To ensure equity a large number of assessments (both group and individual) that measure verbal, nonverbal and quantitative abilities are available for schools to use such as WIPPSI, WISC, DAS, Cogat, NNAT, OLSAT, etc. These assessments are also reviewed periodically to minimize cultural bias. Teachers receive ongoing training in how to administer and interpret these assessments. This is especially important as new staff members are hired and/or assessments are replaced due to revisions of student norms. Several assessments are available at the schools to gather both quantitative and qualitative data in various areas. Assessments such as the Scales for Identifying Gifted Students (SIGS), Torrance Test of Creative Thinking (TTCT), Gifted Evaluation Scale (GES2), Gifted Rating Scale (GRS), etc. are in place to accommodate data collection in the talent areas. A portfolio process for the talent areas is in the works for the 2017-18 school year for piloting. The District Office maintains



additional aptitude, achievement, and other areas for trained G/T Facilitators to check out for both individual and group evaluations. A district school psychologist and a district G/T Facilitator are available to assist in testing students should circumstances indicate a need for this. Students being evaluated for Early Access are assessed by a trained school psychologist. LPS has been fortunate to have the school psychologist in the GT role for many years and she is extremely knowledgeable of the G/T identification process and G/T characteristics in all ages of GT students. In all of the designated categories for each ID area, the scores at the 95th percentile or above, exceptional/distinguished ratings, are the criteria for determining eligibility. Students in the 90th-94th range or exceptional are monitored by the school review team to determine if further assessment is needed or if the student needs to be designated as part of the Talent Pool,

4. Service Match

When the Identification process is completed a body of evidence is then presented to the local school GRT to determine a) if the student meets the criteria for formal G/T identification and b) a change of programming is needed for that student based on the body of evidence. It is important to note that a service match should occur EVEN when the student is not formally identified as G/T. It is about matching instruction to student needs. The results of this decision are then communicated to the parents via a Determination letter. For those students formally identified as G/T an Advanced Learning Plan (ALP) is developed. Once a student is identified, parents must sign the Determination letter before G/T services can begin. A copy of this signed form is maintained in their G/T file. All of the information around this process is communicated as explained in the section above on Communication. All processes and procedures are reviewed annually to verify equity of access and that traditionally underrepresented populations are being identified.

The district reports that currently 13 percent of the total student population is identified as gifted. However, gifted student demographics do not match overall student demographics in the areas of Black and Hispanic ethnic groups, ELL students, and students with disabilities. LPS strengths include Gifted Review teams at each building site collaborate on identifying students for gifted services, and multiple assessments and tools are available for teachers to use in the identification process.

TARGET(S):

- Revise all district GT documents to the new identification criteria and processes.
- Continue to train staff in new identification processes.
- Continue to identify tools and develop procedures to identify students in Talent (leadership, creativity, arts, etc.) areas.
- Continue to monitor and improve equity in identifying underrepresented populations discussed above.

Advanced Learning Plan Content, Procedures and Responsibilities

The current Infinite Campus (IC) Advanced Learning Plan (ALP) complies with CDE rules but after viewing the Frontline (formerly Enrich) ALP which has been aligned to CDE requirements and developed with the support of the GT Department at CDE, it was determined that LPS would switch to the Frontline ALP for all GT students in 2017-18. This new ALP incorporates all demographic and academic data housed in Infinite Campus, our student information system. That data is updated nightly from IC to the Frontline ALP. This process was also vetted to ensure LPS's compliance with the Data Privacy laws.

In 2016-17 five schools across all three school levels piloted the Frontline ALP helping to ensure that the document was complete and met all of the needs of LPS. These ladies then became our Trainers and on May 10 all of the GT teachers were trained on the new ALP. At that time all rising 6th graders and rising 8th graders were set up in the Frontline ALP. Over the course of Summer, 2017



each GT facilitator will input all current GT students so that when they return in the fall they can begin to work with their school staff, students, and parents to identify appropriate academic, affective, and career planning goals. 2017-18 will also allow LPS schools to have weekly one hour Professional Learning Community (PLC) meeting for 36 weeks. These meetings present a wonderful opportunity to combine PLC work with identifying the various ALP goals. In 2017-18 GT teachers will be trained to use the Frontline ALP to document all referrals, identification process, and students in the Talent Pool.

TARGET(S):

- Training for the pilot schools will occur in January, 2017. After the pilot phase, a plan will be developed for rolling out the Enrich ALP districtwide.
- Training for all GT facilitators to convert all GT students to the new ALP will be done on May 10th. During the summer of 2017 each GT facilitator will be provided with 3 work days (24 hours total) during they will work on setting up current GT students in the Frontline system. Goals, however, will not be added till fall after school starts so that all involved parties can be included. The GT facilitators will receive a stipend for this work.
- A plan for communicating the new ALP to parents, staff and students, will be developed during summer, 2017.
- Feedback from stakeholders about the new ALP will be obtained by the end of the 2017-18 school year so that revisions may be made where necessary.

As mentioned in previous sections all formally identified G/T students receive an Advanced Learning Plan (ALP) developed at the time of placement and reviewed annually. The ALP documents G/T services to be provided for that school year as well as a minimum of one academic per GT identified strength area and one affective goal for the student. Teachers, parents, students must participate in the development of these annual goals. Parents will receive a copy of this plan at the time of placement. At present the plan is maintained electronically in Infinite Campus, our student information system. The format for the plan was developed by LPS G/T facilitators with input from parents, regular ed teachers, administrators and GTAC. In 2017-18, LPS will be piloting the Frontline ALP and in 17-18 all LPS schools will use the Frontline ALP. For 2016-17 we will continue to use the Infinite Campus ALP as the official ALP. The most recent ALP in Infinite Campus as well as any eligibility documentation will be uploaded in the new Frontline ALP to ensure a complete historical record exists as well as to documentation continuation of GT program services. This also assists schools in identifying and creating a continuous transition plan from grade to grade and level to level.

The ALP is reviewed annually with parents and students and signed documenting their understanding and personal commitment to the goals that have been developed. Parents, students, and teachers involved with the student will meet to develop appropriate goals via a variety of situations including, special GT meetings, parent/teacher conferences, etc. The ALP can be accessed at any time for revision and ongoing documentation of conferences and meetings pertaining to the yearly goals for students. ALPs for Early Access students are completed prior to the due date of September 30th of that school year and maintained in Frontline as well.

Career planning and goal development is important for students. At this time each local school determines the activities that take place in this area, such as career days, guest speakers, etc. With the revised implementation of the ICAP process at middle and high school, a more strategic process is in development for students at these levels. However, at present the Frontline ALP is not blended with the ICAP.

All components mentioned in the CCP guidelines - academic goals developed around content standards, affective goals developed from NAGC standards, previous ALP goals, Parent suggested



goals, goals incorporated from student IEPs, career planning goals, etc. are built into this new ALP. Supplemental curriculum, activities, specific strategies, extended or expanded opportunities, etc. are in the new ALP.

As the new ALP is implemented, training for building staff, administrators, the GT Advisory Council, parents (via a Parent University), and students will be developed over the course of the 2017-18 school year.

TARGET(S):

- Fully implement the Frontline ALP and revise this plan accordingly
- Develop a plan for communicating the new ALP to GT students, staff and parents.

Programming

Programming decisions for gifted students in LPS is site-based. Classroom teachers provide differentiation and many gifted facilitators provide accelerated content classes or other types of direct services to gifted students. Gifted and talented facilitators meet to transition gifted students between levels. Numerous avenues for acceleration are available including grade skipping, content acceleration, concurrent enrollment, and Early Access to Kindergarten and First Grade. The district has implemented affective programming at all levels. At the elementary level the most frequently used academic programming consists of accelerated content, cluster grouping, content extensions, and differentiated instruction. In rare cases students have been grade accelerated when deemed appropriate. At the secondary level the most frequently used programming options include Accelerated/Honors classes, content acceleration, Advanced Placement (AP) and International Baccalaureate (IB) classes and differentiated instruction within the regular classroom. Alternative options such as the Voyager Online Learning Program are available for at-risk and non-traditional gifted students. The Pintsteins Program offers highly gifted fifth-graders the opportunity to meet 8-9 times per year to learn about Howard Gardner's Multiple Intelligences and to build relationships with other highly gifted students from across all of our Elementary schools.

The following in class accommodations are used for differentiated instruction:

- Accommodations for strength areas
- Alternative instructional strategies
- Contract learning
- Curriculum compacting
- Pre/post testing
- Individualized plans

The following strategies will be used to provide affective guidance and counseling:

- Address specific social skills
- Advanced college planning
- Autonomous learner model
- Career planning
- Electives/seminars
- Guidance/counseling programs
- Infusion of identity parallel in content
- Leadership programming
- Self-advocacy training

Content Extensions

All classes for G/T instruction incorporate goals for depth, complexity, achievement and/or higher-order thinking skills in the following content areas: Language Arts, Math, Science, Creativity, Leadership, Performing Arts/Music/Visual Arts, and General Cognition via the following means as



determined by student need and interest: Enrichment clubs before, during, and after school; field trips; speakers; exploration studies; competitions including Math Olympiad, Science Fairs, Destination Imagination, Chess clubs, Vocal and instrumental competitions, Brain Bowl, etc.; the use of technology to explore areas of interest, variations in products to demonstrate knowledge acquisition and growth; individual projects; independent studies; and other activities identified by local schools and parents.

Acceleration

In LPS, there is a detailed process around the various types of acceleration. In 2011-12 the District GTAC developed an Acceleration Pyramid for the RTI process (see attached) to assist schools in identifying the most appropriate type of acceleration to select for meeting individual G/T student needs. Content acceleration is determined by a body of evidence including student assessment data both formative and summative, individual student performance, individual student portfolios, teacher recommendation, and student/parent request. Grade skipping is driven by a specific administrative process which begins with the completion of the Iowa Acceleration Scale to determine the appropriateness of the student candidate for consideration. A school team working with the parent must make the final decision and the District G/T Coordinator may be called in as a resource to assist and support as needed. Early Access into Kindergarten and First Grade is driven by a detailed process developed by district preschool and early childhood teachers, elementary G/T facilitators, and elementary principals. It is aligned with state rules around the definition of Early Access. All decisions around these types of acceleration include a body of evidence containing both quantitative and qualitative data.

Formative and Summative data is used to make decisions for matching programming options to student strengths and interests. These decisions are documented in the student's individual ALP which is developed annually and maintained in Infinite Campus, our student information system.

Data used for this purpose can include CMAS, MAP, iREADY, system and teacher developed assessments, and individual student performance and interests. The ALP is reviewed annually with parents and students and signed documenting their understanding and personal commitment to the goals that have been developed. Each individual ALP contains a minimum of one academic and one affective annual goal for each student. The ALP can be accessed at any time for revision and ongoing documentation of conferences and meetings pertaining to the yearly goals for students. ALPs for Early Access students are according to state requirements (see EA addendum).

Post-secondary/enrollment opportunities are available to any LPS student who is interested and/or qualifies via the Concurrent Enrollment process. (see CE link in Parent, Student Engagement area above). All three high schools offer College Ready classes in certain subjects for students who want college and high school credits. In 2017-18 Littleton High School will be piloting an Early High School program for 8th graders who are in accelerated math and science and who are socially and emotionally ready for high school. These students will be housed at Littleton High School in a specially designated area of the high school.

Articulation:

Transition meetings are scheduled annually between elementary and middle schools and middle and high school teachers as a routine practice in LPS. G/T facilitators supplement these meetings by meeting with the G/T facilitator of the incoming students. Many choose to also hold parent meetings for those students. Transition meetings are schedule by G/T facilitators to meet and exchange student records including ALPs and discuss individual student cases as needed. Infinite Campus (IC), our student information system, also has a 5th to 6th and an 8th to 9th Transition Tab where teachers can document placement in accelerated classes for GT students during that year ensuring that the data will be available as needed to appropriate staff members.

Underachievement:



In instances where gifted students are determined to be underachieving by either ALP goals, academic performance in the classroom, or social and emotional concerns, the School Intervention Team and/or the Gifted Review Team will meet to try to identify the source of the problem. Parents will be notified of these meetings and may choose to attend. Students, where appropriate, will also be involved. The team will develop an intervention plan to address the issue(s). After an appropriate period of time the team will come back together to evaluate the level of success of the intervention. Should that intervention not work a new intervention may be put into place and/or a change in GT services that will support student success may be implemented. These could be Tier 1, 2, or 3 interventions depending on the situation. (see attached acceleration pyramid)

Evaluation and Accountability Procedures

The Littleton Public Schools have been "Accredited with Distinction" for six years documenting high levels of overall performance and achievement. Overall median growth percentiles for gifted students are higher than the state average, with the highest recent gains seen in writing. Differences exist between sub-populations of free and reduced lunch and minority students compared to white students for median growth percentiles.

TARGET(S):

- Disaggregate district data to target areas of greatest need for gifted student achievement and growth.
- Conduct self-evaluations of the GT program, by obtaining feedback from all stakeholders. LPS uses several measures to monitor student achievement. CMAS data is disaggregated in many ways to look for trends that reflect successful instruction and to develop goals for their School Performance Framework (SPF) plan. Prior to the beginning of school, each school sends a team made up of school administrators, instructional coaches, classroom teachers, interventionist, GT teachers, SPED teachers, etc., to review new data received (Data Days in LPS) and evaluate their school goals from the previous year as well as reviewing the District UIP and GT UIP Addendum. The LPS process is aligned with state accreditation requirements. The review of the GT UIP addendum is also incorporated into Data Days to ensure that GT students are achieving appropriate individual growth. All schools participate in the Professional Learning Communities (PLC) process and have ten designated late start days in order to meet within their schools including but not limited to grade level, multi-level, content area, etc. In 2017-18 PLCs will meet once a week for an hour for 36 weeks to allow for more intense work by PLC teams. During these days teachers are expected to work together to review a variety of student data to identify successful instructional practices, areas of need/concern and share ideas. They look at both formative and summative data. In 2016-17 each school has identified one or more PLC facilitators who have received extensive additional training in leading effective PLCs from Dr. Tom Meany. Dr. Meany has also trained all building and district administrators in their roles related to effective PLCs and monitoring its effect on student progress and teaching.

The Measure of Academic Progress (MAP) is given annually in the Spring in Language Arts and Math to all LPS students in grades 6-8 to monitor student progress from year to year. Students in grades 6-8 who are new to LPS or who may have a specific learning need must also take MAP in the fall. iREADY is given to all students in grades K-5 for both diagnostic and progress monitoring purposes. Starting in 17-18 MAP will no longer be administered but iReady will be given to all students in grade K-8 twice a year for progress monitoring. During PLC days all certified staff members review that data as well as CMAS data and any other pertinent data. MAP and iREADY data provide teachers with a variety of reports from the individual student level to district level. Student reports in AssessTrack show all assessment data for each student from any previous state and local assessments so that progress over multiple years can be seen. Teachers can look at individual student and/or class



reports and see content strands and the level at which their class is performing for the purpose of differentiating instruction to meet their class/students' needs.

In addition to the local school work, district level personnel disaggregate data from the same assessments to look for district trends including but not limited to grade level, ethnicity, gender, poverty, school and programs including G/T. The District Coordinator reviews data in the ALP routinely to identify successful practices/methodology at the various schools around G/T programming as well as goal completion. Other data analyses by the G/T Coordinator include disaggregating state assessment data around G/T students' strength area(s) growth and G/T student performance across schools, school levels, grade levels, and other state comparisons.

Monitoring student affective growth and development is a challenge as it is difficult to develop SMART goals in this area. We will continue to review this and work on improving this process.

The nine GTAC meetings and five full day G/T Facilitator meetings serve as the vehicles for annually reviewing all district GT programs, procedures, and processes.

TARGET(S):

- Ongoing professional development will take place to assist in the identification of appropriate and effective affective goals for G/T students.
- Training in goal development in the Frontline ALP will occur in Summer, 2017 and throughout the school year focusing on more effective and meaningful affective and academic goals for GT students.

Personnel

Littleton Public Schools has a highly qualified district gifted and talented coordinator who oversees the program. The district provides support for gifted programming and identification with a .5 district GT Facilitator and a .5 district school psychologist and a fulltime GT secretary. Gifted facilitators are designated by the school principal. Staffing ranges from full-time teachers in elementary schools to staff members and/or administrators assigned to oversee GT and compensated with extra-duty stipends especially at the secondary schools. Each elementary school has at least a half-time facilitator.

The District office provides professional development opportunities for staff, both by paying registration fees for conferences and by offering in-district trainings. Littleton Public Schools uses the professional learning community (PLC) framework to identify in-district teacher training needs. Learning Services Specialists work collaboratively with the GT Coordinator to include GT staff in district professional development. Additionally, the district employs a Director of Social, Emotional, and Behavioral Services who is able to provide support in affective programming for gifted and talented students. GT Facilitators are strongly encouraged to obtain their GT endorsement, Masters Degree in Gifted Education, and/or CDE online courses. Currently 70% of LPS GT Facilitators have the GT Endorsement or advanced degrees in GT.

GT facilitators meet five times a year as a group with the District Coordinator to discuss various topics dealing with both administrative and instructional issues. The agenda for these meetings is developed collaboratively by the facilitators with the District Coordinator. G/T facilitators, when possible, attend the monthly meetings of the Gifted and Talented Advisory Council (GTAC) representing their school. They work with their administrator to select the parent rep for their school who will serve on GTAC. All G/T facilitators are trained in G/T identification and characteristics, differentiation of instruction for G/T students, and analysis and interpretation relating to the assessment of G/T students for both ID and progress monitoring. They are responsible for communicating to all stakeholders at their buildings the importance of G/T services and are required once a year to present information about G/T services and its impact on all students to



their school staff and local school accountability committee. Paraprofessionals DO NOT provide direct instruction of any kind to G/T students but may assist facilitators with various aspects of record keeping including copying, filing, etc. In LPS all content area teachers (including GT) must meet the definition of "highly qualified."

TARGET(S):

- An ongoing effort will be made to increase the percentage of teachers with the GT endorsement by 1% each year.
- Continue to increase the number of school staff trained in Differentiated Instruction by 10% each year.
- Continue to provide in-district GT training opportunities for staff.

Budget

Littleton Public Schools receives approximately \$144,000 in funds from the state grant. LPS adds considerable local funds for school-based gifted and talented facilitators as well as instructional supplies, materials, and professional development. Funds are spent within approved categories. GT facilitators and GTAC members provide guidance in determining funding needs. The GT facilitators are given opportunities to submit a budget request as part of the budget development process. Once local schools have identified specific needs around G/T instruction, this information is then given to the District Coordinator to review. That review will yield a variety of needs which are then prioritized by the school G/T facilitators collaboratively with the District Coordinator. This information is then shared with the GTAC for further input. The final decision around budgeting for G/T lies with the District Coordinator and is then approved by the Director of Learning Services and the Deputy Superintendent. Transparency of the GT budget is maintained in accordance with district budget requirements and all district budgets are reviewed by the Board of Education annually. The GT budget is available publicly as required by state statute.

The Universal Screening and Qualified Personnel Grant has for the past two years provided additional funds that could be used to support additional GT instructional needs. This is due to the fact that the district annually budgets for 100% of the costs related to employing a highly qualified District GT Coordinator.

TARGET(S):

- Continue to annually review the GT Budget for alignment to the District UIP (Unified Improvement Plan) Addendum, GT annual needs assessment, and the Gifted Education Comprehensive Program Plan.

Reports

The district meets rules and requirements for reporting to the state of Colorado. The Unified Improvement Plan (UIP) Gifted Addendum was submitted to CDE on time. The UIP and GT UIP Addendum are on file on the state and district websites. These are also distributed during the Data Days mentioned above, to the Board of Education, and the GT UIP Addendum is distributed to GT Facilitators and the District Gifted Advisory Council at the beginning of each school year. ALP documents are stored in the Frontline software which also includes IEPs. This software is connected to Infinite Campus (our student management system) for the purpose of having a connected complete system containing all student information. These are electronic files so there is no paper to store thus, reducing the risk of loss, inappropriate access, etc. In addition, rights to access these files or any specific portions of them are determined by the building or program administrators.



The procedure for retention and destroying these electronic records is currently under review and will be updated to reflect the use of electronic data versus paper files.

Record Keeping

Currently all formally identified students have an Advanced Learning Plan. This plan is maintained in our electronic student information system, Infinite Campus. Each school's G/T Facilitator is required to develop the ALP collaboratively with any teacher working with that student to provide G/T services for each student in their building. Each ALP must contain at least one academic and one affective goal for that school year. More can be developed should the teachers deem it necessary. Each goal is evaluated once a year and the new plan is then developed. Parents receive a copy of this plan upon identification and every year thereafter. Students sign the plan indicating that they have discussed the goal with their teacher and understand what is expected of them. The electronic ALP also allows for G/T facilitators at the school to document all meetings held during the school year that impact the student's G/T performance and/or ALP. The ALP also plays a key role in the articulation/transition process conversations (see under Programming)

All GT Program reports and financial records are kept in accordance with state and local policy. The Information Technology and Purchasing Departments maintains an inventory of equipment purchased with CDE GT funds. Advanced Learning Plans are stored in the district official student database, Infinite Campus. Student records are kept confidential in accordance with district and state policy.

Procedures for Disagreements

The district GT procedures for dispute resolution will be posted on the district website and are as follows:

G/T APPEAL PROCEDURES

1. Decisions regarding gifted placement can be appealed to the local school. This appeal can be initiated by anyone eligible to make a referral and must be submitted in writing. The appeal should state the reason(s) for its submission. Within ten (10) school days of receipt of the appeal request a committee consisting of the principal, G/T facilitator, District G/T Coordinator and any other members deemed appropriate by the local school will meet and review the placement and appeal request. At that meeting, the committee will make a decision to do one of the following-a). Request an individual psychological evaluation from the district G/T Coordinator to assist in evaluating the previous decision. This testing will be done by a school system psychologist. -b).Make a decision based on the data available.

2. Minutes of this meeting will be kept and a written report of the decision will be made to the party initiating the appeal within five school days of the meeting. The minutes must include the date of the meeting, the names of the members in attendance, a description of the factors considered in making the decision, and the final decision. The building Gifted Facilitator shall send a copy of the written report to the district Gifted Program Coordinator.

Next steps in the dispute resolution are as follows:

1. The building Gifted Program Facilitator or Principal shall notify the district Gifted Program Coordinator of the appeal request.
2. Persons making the appeal should do so in writing via the District Coordinator for Gifted & Talented to the following people who will consider their case and make a final decision:
3. First - Director of Elementary or Secondary Schools as appropriate
4. Second - Deputy Superintendent of Littleton Public Schools



This secondary appeals group will determine any next steps or changes in the initial decision. Written notification of the final decision will be provided to the initiating party within thirty school days of the secondary appeals request.

TARGET(S):

- Annually review this process for effectiveness.
- Post this process for better stakeholder access.

Monitoring

Littleton Public Schools complies with state reporting guidelines and rules. This includes submitting an annual and comprehensive plan on time. Annual enrollment and performance reports are monitored at least four times a year-August, October, January, April. The AU participated in the CGER review April 22-23, 2010. The next one should be scheduled for the 18-19 school year. LPS has done very well and corrected any items cited as being in need of improvement.

As is evidenced by this revision, LPS complies with any areas in need of correction per guidance from CDE.

The signature of the Superintendent was emailed and is an attachment to this document. In addition the Board of Education received a copy of this and will receive an updated copy of this with revisions at the Fall GT Board presentation. This Plan will also be available on the district website.