



Administrative Unit

Administrative Unit name: Arapahoe 2, Sheridan - 03020	Region: Metro	
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Name of Superintendent: Michael Clough

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

- How parents are informed about access to identification procedures: Published on district website, highlighted in school newsletters, sent to families of nominated students
- Ways to educate parents and families about giftedness or parenting gifted students: Quarterly Gifted family nights hosted quarterly by each of our schools. Each focuses on topics parents and students have demonstrated, via surveys, they desire to learn more about. Mailings at beginning of each school are sent with a master calendar of yearly dates/events and electronic newsletters are sent to families every other month with pertinent updates
- Information about involvement and progress reporting: This occurs at Gifted Family Nights discussed above and at school parent/teacher conferences.
- What programming options are available to match student strengths and challenges: Students at the elementary level are cluster grouped and secondary students are grouped in Honors Courses depending on their talents and skills. Core classes, electives, before/after enrichment opportunities, Gifted Family Nights, mailings to families, and so on all help stakeholders understand about programming options available.
- Information about concurrent enrollment is highlighted at events above and via communication strategies listed above. Students take the AccuPlacer test to determine potential involvement in concurrent enrollment courses with institutions with whom we work.



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- How to be involved in college and career planning: This is part of iCap and ALP goals established between/amongst student/parent/teacher. Student ALPs and/or iCaps include information/goals about college/career planning.
 - Communication available in primary languages in the AU: Much information is sent in English and Spanish and translators are available at nearly all events.
 - Ways parents and families may participate in the school community: Parents and families can be involved as noted above, plus we have a Gifted Advisory Board composed of parents, students, and staff members, yet is open and publicized to all families and staff members throughout the year. We conduct quarterly Gifted Family nights for parents and students. These include education about giftedness for both children and adults, generally include food/treats, and almost always include give-aways such as a book or mind puzzles. These sessions are conducted in English/Spanish as needed. Information from informal surveys is used to determine presentation topics, in addition to observations made by district staff about the needs exhibited by students and questions asked by families.

Definition of “Gifted Student”

- Written definition is the same as or substantially similar to the definition of 'gifted student' specified in section 12.01(16) of Rules: Yes, Sheridan Schools uses the Colorado Department of Education's definition which reads as follows: "Gifted and talented children" means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these **areas of giftedness**:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psycho-motor abilities

This definition is posted on the district website. It is also mailed and emailed to families in our Gifted brochure. It serves as the basis for the implementation of our program plan elements.

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

- Assessment process for identifying students who meet definition: We have a documented process/checklist that lists all essential and optional identifying components. Then, a Data/Identification team reviews folders of nominated students and makes recommendations to Director. We use all templates/checklists provided by CDE to determine eligibility.
- Method(s) to ensure equal and equitable access for students of all populations: Information is available to ALL staff members in every building, all students nominated are reviewed by the Data/ID



team. For 2017.18 we will enhance reminding the ENTIRE Sheridan community that anyone can recommend/nominate students.

- Referrals from a variety of sources and screening procedures: We have parent, teacher, administrative, self and peer nominations as evident in Blue Gifted Folders. Teachers, educators, parents, students themselves, and peers nominate potential students.
- Time line of no more than 30 days after a referral to make a determination: We work diligently to meet this goal, but with a .2 FTE Director and a .5 Resource Teacher, we do not always make this goal. We have strategized for more effective meeting of this goal by "grouping" students who need similar tests administered, by scheduling non-contact days with teachers in class so that assessment/interviews can occur more expediently, and by using our quarterly Data/ID team meeting dates to review nominated students' Bodies of Evidence.
- Assessments that align with identification in all domains of giftedness and in underrepresented populations: We follow the CDE identification process, we use the assessments shared at various CDE events (Metro meetings, fall/spring Director meetings, and so on)
- A body of evidence that includes qualitative and quantitative data from multiple sources and multiple types: Our nominated BOE information is in tan folders in the Director's Office for students in process and in blue folders at school sites for identified students. Evidence meets, or exceeds, that required by CDE and noted on the identification flow charts/checklists.
- A review team procedure with at least one member trained in gifted identification: Our Gifted Data/Identification committee has a primary grades representative, a high school representative, our Gifted Resource Teacher, a 3-8 school member, and our district's Director of Data and Assessment. All have been trained.
- A determination letter for parents and school files describing decision of review team: Letters are sent in the mail to parents whether students are identified or not. They are in English and/or Spanish as needed. Hard copies are in student folders and electronic copies are housed in the Directors' computer.
- A communication procedure with parents to make them aware of and understand identification results, and development and review of ALP. Please see above. The mentioned letter ends by notifying parents that they will be invited to be involved with the ALP development.
- For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionalness: Since this expectation was made clear by CDE, the 95th or above is used for giftedness determination. Prior, it was not and students were previously identified at lower levels into the lower 90's. Again, CDE rubrics and charts are used in the identification process.
- Not meeting criteria on a single assessment does not prevent further consideration for identification: This is true. As explained on the CDE materials, students may qualify based on meeting various criteria and meeting the required number of determination criteria.
- Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation: We are changing our language from "watch list" to "talent pool" as the first is passive, and the second active. Students who perform well, but that do not meet the required criteria, are in our talent pool.
- Implementation of statewide identification procedures to ensure portability: As evidenced in above statements and with checklists/flowcharts in students' folders, our identification process ensures portability.
- Transfer of the body of evidence for identification and ALP to the new district: When requested, ALPs are sent to receiving schools with either the AlpineAchievement system and/or with a simple hard copy sent or faxed.



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- If body of evidence is incomplete, consultation with former district, parents and student for reevaluation: Student folders include communications originating from Sheridan where we attempted to make contact with former schools/districts to collect gifted information. We expect this to improve with the state trainings and portability expectations.
 - Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days: Yes, we do review new students nearly immediately of being made aware of their previous identification.

Advanced Learning Plan Content, Procedures and Responsibilities

- ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs: Using the AlpineAchievement system, all ALP forms include student strengths, weaknesses, data and goals including those in identified areas, affective goals, and career/future goals.
- ALP is considered in planning for post-secondary readiness: We will continue to work on this. Currently students are asked to consider a goal about the post-secondary options.
- If ALP is blended into ICAP, gifted achievement and affective goals are included: Generally, 9th and 10th graders have ALPs with iCAPS beginning to be developed. As students enter 11th and 12th grade we transition from ALPs to exclusive iCAPS.
- ALP articulates a transition process when students move to next schooling level: No process needed as we are a small district. ALPs transition from building to building electronically in AlpineAchievement and hard copy Bodies of Evidence move from building to building. ALP hard copies are given to teachers each year before they receive their new students so that they have awareness of their identified students and their strengths, needs, and goals.
- ALP includes a student profile: Alpine brings in all student data into the ALP profile, including historical testing data at the district and state levels.
- Annual, standards-aligned achievement goals developed for student's strength area(s): We have come a LONG way with this component. Originally, ALPs were the same for all students. Then, they became paper/pencil copies with minimal goals. Next, they became more sophisticated with better goals and great individuality. Last year, individual ALPs were written in Alpine mostly by students and Gifted staff. This year, clusters/honors teachers are developing ALPs with students, sharing drafts at conferences, sharing drafts with families at conferences, and then finalizing the document in Alpine. We are moving from simple goals to standards-based goals. This is a huge focus area and needs to be emphasized by Gifted Director and Building/District Administrators for additional effectiveness.
- Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency: Yes. We also have affective groups in two schools, plus we work on affective goals at our Gifted Family Nights.
- Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress: Report cards are issued quarterly. Parent/Teacher conferences occur each semester and cluster/honors gifted teachers are asked to review ALPs and other pertinent information with attendees.
- ALP development includes teachers(s), student, parent and support staff as appropriate: See description above.
- Parents, teachers and the student are notified about ALP development: This is noted above.
- Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals : This is discussed above.



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- Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP: See above
 - Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming: We are working diligently to help teachers understand that differentiation is vitally important for our gifted students and that it is ok for gifted students to be working on various learning components that only some or few others are doing.
 - Students are active participants in the ALP process: As noted above.
 - ALPs are managed within the school cumulative record system and are transferred between grades and school levels: ALP Body of evidence information is housed in blue folders locked in each school site. ALPs themselves are housed in the AlpineAchievement system and are accessible to those working with identified students.
 - Evidence of parent engagement in the ALP: Explained above.

ALP paper copies are housed in blue "gifted folders," and electronic versions are housed in AlpineAchievement. We have several historical ALP drafts for students in their blue gifted folders documenting the historical attempts made to develop an ALP. After much work and time, it was decided we would use the AlpineAchievement system for our ALPs. These include information on students' strengths, needs, goals, career interests, and affective needs.

Recently, we have begun using a simplified template for student/parent use. That information is then synthesized by classroom and/or resource teacher, then all is reviewed at conference time. The ALP in its original form is too time consuming and detailed to initially engage families, so this new process is proving effective at this point.

All components of the AlpineAchievement document are noted, updated, and saved.

A student profile containing historical district, state, and federal testing results is included for easy access and discussion.

Annual strength/weakness/affective/future career goals are developed with students, families, and teachers. We are working slowly on moving these goals to standards-based. We will continue working on this as a focus area for the 2016-17 school year and beyond.

Goals related to personal/social/communication/leadership p/others are contained in ALPs.

Affective groups occur at the high school level and will expand to the 7/8th grade levels this year addressing such goals. Gifted Family nights also have sessions for students and parents on such goals.

Programming

Elementary grades-we cluster group identified gifted students into one classroom per grade level where the classroom teacher receives professional development opportunities and has the support of a gifted resource teacher that works part time in the classrooms. Secondary grades-we provide honors classes where gifted students are grouped together. Additionally, they have opportunities for subject acceleration and concurrent enrollment at community colleges and other institutions.

To the best of the district's and school site's ability, programming matches students' needs. As before, we subject accelerate, grade accelerate, enroll students concurrently with institutions of higher learning, and we provide yearly "Celebration of Learning" projects that integrate student strengths and interests.

Within the capabilities of site and district limited resources, we align programming to coordinate with students data and ALP goals.

Our new high school principal is charged with increasing rigor and programming options for all students in the school with attention being made to our gifted learners. Electives and core class rigor



will be expanded by reducing teacher plan periods from two to one daily in order to provide more programming options for all students and greater options with increased rigor for our gifted learners. Our gifted resource teacher helps classroom teachers with RTI/MTSS levels of support and attempts to influence teachers to continue the practice when not present in the classrooms. With limited gifted resource help, numerous classrooms to serve, and minimal administrative support, this is a future growth area for us. We need to continue working more deeply with depth, complexity, and novelty to help teachers understand how to even more effectively differentiate instruction. At the elementary levels, our resource teacher works with classroom teachers to help understand the affective needs of students. This is accomplished through modeling and dissemination of information. At the secondary grades, our gifted resource teacher co-plans and co-facilitates a "Kool Kidz" affective group that meets every other week with topics selected by gifted students. Additionally, at our quarterly gifted family nights, students have opportunities to attend break out sessions that focus on various affective aspects of giftedness.

Evaluation and Accountability Procedures

At the elementary levels, our resource teacher works with classroom teachers to help understand the affective needs of students. This is accomplished through modeling and dissemination of information. At the secondary grades, our gifted resource teacher co-plans and co-facilitates a "Kool Kidz" affective group that meets every other week with topics selected by gifted students. Additionally, at our quarterly gifted family nights, students have opportunities to attend break out sessions that focus on various affective aspects of giftedness.

Affective learning is captured through student survey data annually as a snapshot. We will explore the possibility of semi-annual administration of the survey to capture student growth in the affective learning domain. Informal student surveys are taken during our affective group work.

While not explicitly documented in our UIP data due to prohibitively low end counts that could lead to potential student identification, the disaggregated data is reviewed with the Instructional Leadership Team.

This document, the Gifted Program Self-Evaluation, is completed and shared with the district's instructional leadership team and will be shared with site leadership teams.

Personnel

- Describe personnel responsible to provide instruction, counseling and coordination of programming for gifted students: District Director, Gifted Resource Teacher, and each site has a Gifted Building Lead. Together, this team helps coordinate gifted programming. In terms of instruction, classroom cluster and honors teachers work in push-in collaborative manner with Gifted Resource teacher. Professional Development opportunities occur in the classrooms as well as facilitated after school with a menu of options that is shared with ALL district educators each semester. We hope gifted education professional development opportunities become embedded in Monday early release days and other inservice days so that gifted PD becomes a requirement for those teachers as opposed to our current model of voluntary after school participation.
- A designated person within the AU is responsible for: Management of program plan; Gifted education professional development: See above.



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- A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming. Director of Exceptional Student Services is full time, Director of Gifted Education is a .2 allocation and our Gifted Resource Teacher, is a .4 allocation. Gifted cluster and honors teachers help administer our program.. This is never enough personnel, but it certainly has grown each and every year over the past four years.
 - Collaboration with universities and college support with development of qualified personnel: We work with Adams State for Javits unit credit, we work with UNC to help with SEP and presenting at our Gifted Family Nights and teacher PD.
 - Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers: Yes, this is an HR monitored topic.
 - Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers: No paraprofessionals are funded with GT funds.
 - Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students: As noted above with "push-in" model of PD for honors/clusters teachers and various semester-long professional development opportunities available to all employees such as book talks, endorsement work, TAG (Talented and Gifted) Tuesdays, and so on.

Budget

The majority of Sheridan's gifted funds come from state funding, are complemented by state grants, and are minimally supplemented by district funds. Together, these funds provide for: Director of Exceptional Student Services funding Gifted resource teacher
Gifted educational consultant fees Materials for classrooms and family involvement, stipends for Gifted Building Leads, conference registrations/fees, testing supplies/materials, field trips, extracurricular activities for students/families, and other needs that arise.

GT Teacher, GT Director in Training and GT Building Leads are all either endorsed, or working toward endorsement, in Gifted education. Remaining funds are used for materials, assessments, communications, conferences, professional development, stipends and such.

Reports

Information about gifted education, including student performance data, is included in our UIP submitted by our district.

We use the Data Pipeline for our student information system. We ensure all data for our gifted learners is correct and we properly code students' areas of gifted identification according to CDE expectations.

Record Keeping

Grant funds and general funds are separated in our offices. Copies of purchases and receipts are maintained and reviewed regularly. Our business office receives accolades for their accounting practices for the district, which includes practices for the gifted financial records. Primarily books and printed resources are noted in our inventory.



Part One of our ALPs is stored in blue gifted folders in individual school sites under lock and key. Part Two of our ALPs is stored in the AlpineAchievement system. Bodies of evidence are in Part One and additional student work can be added to these folders. As for ALPs, and as noted above, paper copies are utilized as drafts and then are finalized when put in to the AlpineAchievement system. As our district uses hard files for cumulative records, we will put a copy of the congratulatory identification letter to families in students' cum folders so that when records are requested, receiving schools will know students are identified gifted.

Secured student information systems are in place in district. Blue student folders are currently housed in locked files in each school's office/counselor office. Records of students who have left our district, who did not qualify for gifted identification, and who are in process of being identified are housed in the district administrative gifted office.

All ALPs are maintained in the AlpineAchievement system. Some ALP hard copies are located in blue gifted folders along with earlier paper/pencil versions of ALPs.

Gifted records for current students are stored in locked files in each building.

Records from former graduates and/or students who have left the district are housed in the district gifted office.

Bodies of evidence being collected for newly nominated gifted students are maintained in the district gifted office. To date, no records for current/former students have been destroyed, but when time comes, correct procedures will be followed to ensure confidentiality is honored.

Procedures for Disagreements

We have clearly printed and articulated processes that deal with procedures for disagreement. These are located on our district website and in our district brochure. Here, we explain the "chain of commands" stakeholders can use if disagreements occur with any aspect of our gifted program including, but not limited to, qualification, identification, and programming.

Monitoring

Our program plan, identification procedures and services for our twice exceptional students all meet state and federal requirements.

Monday early dismissals district-wide could afford opportunities to examine individual student data. A district team could examine trends and data of gifted students and results could be noted in our UIP.

We consistently review our student database and compare/contrast it to the state database in IC. We could review student performance through our UIP and district protocols when it becomes a district priority.

We participate in state-provided trainings that have helped us with the identification process. We have also participated in various trainings through CAGT, SENG trainings, Twice Exceptional training, and others.

District support in ritualizing examination of gifted student data