



Administrative Unit

Administrative Unit name: Montrose Re-1J, Montrose - 43010	Region: West Central	
Name of Gifted Education Director/Coordinator: John Steele	Email: john.steele@mcsd.org	
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Name of Superintendent: Stephen Schiell

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

Parents are informed about access to identification procedures through our GATE website, communication from our GATE Facilitators and the GATE Coordinator in the form of print materials and email. The GATE Facilitators maintain a Blog for each school with regular updates on at least a monthly basis. The links to each school’s blog is shared with parents through email and take home notices as well as having links directly on our district GATE website. Parents also receive email and hard copy letters in the mail about GATE identification procedures; we send home letters to all parents of 2nd grade students before the spring CogAT assessment is administered. There are English and Spanish versions of these letters, and we have a dedicated Spanish translator for our written and verbal communications. We provide all communication in digital and print formats.

The Gifted Ed Coordinator is also a point of communication for all parent questions and concerns and is available by appointment any time. Gifted Facilitators are also available to meet with parents during Parent/Teacher Conferences once each semester; however, parents can make appointments to meet with GATE Facilitators at any time. At the beginning of the year, parents receive a Welcome letter introducing them to the Gifted Coordinator and Facilitators as well as directions to the GATE website resources.

Our website also offers resources to parents about giftedness and parenting gifted children; we plan to continually add resources to the web for families of our gifted students. We also offer specific education about giftedness to parents at our quarterly Parent Night Meetings (for example, a



presentation on Depth & Complexity Tips for Parents). We also have a Gifted Education Parent Handbook available as a PDF on our website.

Information about parent involvement and progress monitoring is available on our website with a detailed explanation of how parents can and should be involved, especially in the development and monitoring of student ALPs, and how our GATE Facilitators progress monitor gifted students. Parents are involved in the creation and modification of ALPs for students at least twice per year.

Our website details the available programming options for each school; programming varies from school to school, and a detailed explanation of each school's programming is offered on the website's "Programming" page. In some cases, GATE Facilitators offer pull-out GATE classes while in other cases GATE Facilitators offer push-in co-teaching.

Our GATE Website includes high school advanced course offerings and information about postsecondary and career-planning resources and opportunities. The counseling departments communicate with each student about advanced, honors and concurrent enrollment teachers with individual meetings, grade level meetings and parent meetings. Each student meets individually with counselors about postsecondary and career planning; the ICAP process is communicated to both students and families. There are weekly lunch meetings for 9th grade students to discuss a book-study on college and SAT prep that involves parents.

The GATE Department works closely with the ELD Department to provide support for our ELL population as well as to provide as needed translation services.

As a department, we have worked on greatly increasing transparency for everything that we do. We have posted all of our identification procedures and protocols on our website and have continued to work to let everyone know the different services and activities that we are able to provide for students at each individual school.

In the past we have hosted several events for GT students and their families, including an interactive STEM Saturday event where GT students were able to explore a host of different STEM related activities and careers.

We also host a Gifted Library for parents both at the district office and at the public library where parents can check out books and resources for their gifted children.

Yearly meetings at the beginning of the school year with principals allow every building to know what GATE goals and initiatives are for the year as well as how buildings can support GATE services.

The GATE Coordinator reports to the School Board on GATE identification and programming along with some "Fast Facts" about our Gifted Education program.

We have recently begun to offer Early Access. We offer information about Early Access procedures on our website, along with the application for Early Access.

Every year, we offer all Staff PD on the Purpose of Gifted Education, Characteristics of Giftedness and Identification Procedures.

Target: Develop and implement a sustainable ICAP/ALP process for all high school Gifted students that is transparent and involves parents, classroom teachers and Gifted Facilitator/Counselors, especially in regard to college planning.

Target: Continue Gifted Parent Nights with special topics related to the parenting of gifted students and especially college planning for parents of secondary gifted students.

Target: Offer and communicate more opportunities for parents to be involved in school activities; include information about parent involvement and engagement on the GATE website as well as on each school's blog/site and through email and print newsletters. Particularly we want to involve more parents and community members as part of our STEM and PBL initiatives.

Target: Update the parent handbook, post it on the website, and make print copies available at each building along with a condensed brochure.

Target: At the high school level, we will create a Google Classroom for gifted students to join where we will post announcements about high school specific gifted education opportunities.



Target: Quarterly Progress Reports communicated to parents and classroom teachers through the digital sharing of student ALPs.

Target: Report on annual student achievement and involvement to Parents and School Board once per year.

Target: Present PD on Gifted Characteristics and Identification for our new teachers as part of the Induction Program.

Target: Develop an 'outreach' program to forge relationships with community members for possible mentorship opportunities at the high school level.

Definition of "Gifted Student"

The following definitions, which are posted on our website, serve as the basis for gifted identification and all other program plan elements:

"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. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic 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:

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

How we know (criteria): Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.

Specific Academic Aptitude:

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

How we know (criteria): Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.

Creative or Productive Thinking:

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

How we know (criteria): Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.

Leadership Abilities:

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

How we know (criteria): Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.

Visual Arts, Performing Arts, Musical or Psychomotor Abilities:



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

How we know (criteria): Visual arts, performing arts, musical or psychomotor abilities are demonstrated by advanced level on performance talent assessments or ninety-fifth percentile and above on standardized talent tests

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

The MCS D GATE Identification Process is described in detail on our website and in print materials, including the following information:

To ensure equal and equitable access for students of all populations, Universal Screening for identification occurs in the second grade with the administration of the Cognitive Abilities Test (*CogAT Form 7*), which is used for systematic assessment of all students. Students who score high enough on the *CogAT* screener will be given a further assessment (*CogAT Full Battery*), which may lead to formal identification after a "Body of Evidence" has been collected. I-Ready Assessments (nationally normed achievement assessments) and SIGS are also compiled for second graders at or above the 80th %ile. These assessments are the initial components for a body of evidence to identify and begin serving students in the 3rd grade. The child's parents are required to give permission for further assessment and will be provided with a copy of the Identification and Services Guidelines. To be formally identified in one or more areas of giftedness, the "Body of Evidence", which includes both qualitative and quantitative measures, is examined against qualifying criteria using various forms of assessment. The "Body of Evidence" may include the following types of assessment:

1. **Cognitive Tests** that measure a student's general intellectual ability: qualifying score at the 95th percentile or above (ex: *CogAT Full Battery*, *K-BIT2*, *Naglieri Non-verbal Ability Test*)
2. **Criterion- or Norm-Referenced Achievement Tests** that determine a student's exceptional ability in a specific academic area (including reading, writing, math, science, social studies, and world languages): qualifying score at the 95th percentile or above (ex: *iReady*, *PARCC*, other state level assessments)
3. **Norm-Referenced Observation Scales** that allow students to display their exceptional abilities and/or characteristics (including leadership, motivation, memory, reasoning, creativity and sense of humor) : qualifying score at the 95th percentile or above (ex: *SIGS*)
4. **Performance Evaluations** that allow a student to demonstrate exceptional talents that require a performance (such as art, music, theater, dance, psychomotor, creativity or leadership): qualifying scores judged as Exceptional/Distinguished/Advanced (ex: portfolios, student products, contests and competitions, and/or performance tasks judged by experts in that field)

Typically, students must qualify as exceptional in three of four assessments to be identified as gifted. In some cases, a range of other assessments that meet state gifted identification criteria may be used to gather a "Body of Evidence" to ensure multiple pathways to identification. Assessments are aligned appropriately for specific gifted areas/domains and require either scores above the 95th percentile and/or exceptional/distinguished ratings to determine exceptionality.

During the evaluation process, a student's "Body of Evidence" for each of the three indicators is carefully evaluated and considered as a whole. The "Body of Evidence" includes both qualitative and quantitative data from multiple sources and multiple types. The GATE Identification Review Committee does not base identification solely on any one indicator; the student's test scores and classroom behavior are evaluated by all members of the GATE Identification Review Committee, which includes at least one member trained in gifted identification and may include the classroom



teacher, the GATE Facilitator(s), Administrators, and/or other district professionals as needed. During the Review Process, the committee provides opportunities for input from all teachers working with the student and from the student's parents. Upon completion of the review process, a determination letter describing the decision is sent to the parents and retained on file as part of the student's records; the determination letter will assist parents in understanding the identification results, and, if applicable, how the ALP will be developed and reviewed.

We have a digital Referral form on our website. Anyone may refer a student for gifted education at any time: this includes teachers, counselors, parents, administrators, or individual students referring a student from kindergarten through twelfth grade. Upon receiving a Referral, the GATE Identification Review Committee will assess the Body of Evidence and determine if further testing is needed to proceed in the identification process.

According to ECEA Rules, the GATE Identification Review Committee has 30 days after a referral is made to determine whether a student will be formally identified, or if more time is needed to continue the identification assessment. An identification determination does not have to be made within 30 days, but all stakeholders must receive communication about the next steps of the identification process within 30 days. A referral does not necessarily lead to further assessments; the GATE Identification Review Committee will carefully consider the "Body of Evidence" for the referral, examine current student data and determine appropriate next steps, which may or may not require additional tests. The committee's decision will be communicated to the parent/guardian, student and other educators in a timely manner.

On our website, there are identification processes in place for students gifted in creativity, leadership, psychomotor and the arts. Identification procedures follow the General Intellectual and Academic Aptitude procedures, but will also include evaluation based upon performance and/or portfolio work. Complete details of how the "Body of Evidence" is collected and evaluated for formal identification in Creativity or Productive Thinking, Dance, Leadership, Music, Psychomotor and the Visual Arts are available on our website.

We continue to monitor district assessment data, including state assessments, in order to monitor students that can qualify for giftedness or talent pools. Talent pools are determined by the GATE Facilitator at each school for students who have two qualifying scores in the 90th - 94th percentiles. We continue to utilize various assessments in order to try to close the identification gap for our underrepresented populations. Where possible, we use talent pools to monitor students and to continue to try to identify students. Students can be considered for gifted identification again in the future even if the body of evidence doesn't formally identify them or place them in a talent pool by being referred.

We use state criteria for identification to ensure portability, and have a detailed procedure for the Portability Process when students transfer in or out of our district; this procedure is available on our website. We transfer ALP's and necessary information when students leave the district or transfer to a different school in our district. Students transferring into MCSD whose parents have indicated the student was previously participating in Gifted/Talented services will have their records reviewed; we then examine their information within 45 days of entering the district and communicate with parents within 60 days. If portability requirements are met, the student is identified as Gifted in MCSD. If the "Body of Evidence" is incomplete or inconclusive, we will consult with the former district, parents and student, which may lead to reevaluation and assessment to possibly identify the student as gifted. If a student transfers into MCSD from another state, we will examine the "Body of Evidence" and determine if any additional assessments are required to make a formal identification. When a student transfers out of MCSD to another district, we retain the student's cumulative file, which contains all GATE records is flagged with a GATE identification; the student's GATE records (including "Body of Evidence", determination letter, testing info, and ALP) are then ready to transfer to the new district.



We have aligned Identification codes with the seven areas of state definition and keep record of these identifications in Infinite Campus.

Target: To ensure students of underrepresented populations have an opportunity for gifted identification, we will monitor students with scores ranging from 90th percentile to 94th percentile and collect further data with other assessment tools (ex: observations, nonverbal assessments, etc). We will also expand the range of assessment options at our disposal to better identify these students.

Target: Clarify and fully develop our identification procedures and assessment tools for the following areas: Creativity or Productive Thinking, Leadership, Psychomotor, Music, Dance and Visual Arts. Develop clear programming options for students identified in these areas and communicate these opportunities on our website with all stakeholders.

Target: Increase identified gifted students to be reflective of local demographics for low-income students, English Learners, Hispanic students, and Native American student populations.

Target: Regular PD trainings on Identification procedures for staff.

Target: Refine/clarify our Identification Guidelines as posted on our website and create a print version available at each school.

Advanced Learning Plan Content, Procedures and Responsibilities

Advanced Learning Plans are developed for gifted students from K-9th grade according to student's strength area(s), interests, and instructional and affective needs. These ALPs are reviewed and updated on a yearly basis by GATE Facilitators, who consult with the gifted student, the gifted student's teachers and the gifted student's parents. The ALP contains vital information, including a student profile that details the student's interests and strengths as well as information about the "Body of Evidence" and identified areas of giftedness.

The ALP tracks previous academic achievement and affective goals, how they were measured, and whether or not they were met; the ALP also identifies current academic achievement and affective goals and how they will be measured. Academic Achievement goals are aligned to standards in the student's strength area(s); Affective goals reflect the development of personal, social, communication, leadership, and/or cultural competency goals of each student. Goals are written and aligned with tiered classroom instruction and allow for differentiated, personalized instruction as much as possible; in push-in classrooms, the GATE Facilitator provides supplemental and intensive programming as well as gifted instructional strategies, such as flexible grouping, Depth of Knowledge, Continuum of Complexity and the Depth and Complexity Framework. The ALP also includes specific accommodations to be followed for state testing.

The transition process from elementary to middle school is well articulated, and we will soon have a clear articulation process for students moving from middle to high school.

Beginning in 2017-2018, ALP reviews begin in the fall with updating Academic and Affective goals; throughout the year, GATE Facilitators progress monitor these goals and modify as needed. At the end of the academic year, ALPs are reviewed once again to assess adequate yearly growth and goal successes. We have a new ALP Template in Google Sheets that allows GATE Facilitators to share draft versions of the ALP with students, who are active participants in the writing of their goals, interests and strengths. Google Sheets allows for collaboration with teachers, parents and administrators and makes the ALP a truly living document. The ALP Google Sheet includes a tab for a "Snapshot" view of the ALP that is auto populated with the highlights of the full ALP; this "Snapshot" can be quickly and easily shared with classroom teachers to get a clear idea of the student profile and current goals and accommodations. When an ALP has been finalized, it is exported into a PDF file that we upload into Infinite Campus as part of the student's cumulative record; ALPs are transferred between grades and



school levels. All GATE students are flagged in Infinite Campus so that any classroom teacher with the student in their class can pull up the student's electronic ALP and view the student's information and goals.

Beginning with the 2017-2018 academic year, we are incorporating career/postsecondary goals for secondary Gifted students as part of the ALP goal. ALPs are considered in planning for postsecondary readiness and help to guide meaningful career conversations as secondary students begin selecting courses in high school.

Beginning with the 2017-2018 academic year, 9th grade students will have a formal ALP integrated with their ICAP that is reviewed and updated on a yearly basis, and will include an affective goal along with an academic goal and a career/postsecondary goal. In each successive academic year, we will continue this process by adding another grade level so that by the 2020-2021 academic year, every high school student has an ALP/ICAP to guide their programming and career/postsecondary planning.

Depending on school needs and available offerings,, a description of supplemental curriculum, services and strategies that will be utilized to support the needs of our advanced learners is included in ALPs. These descriptions support the current goals for each student. At the high school level, programming primarily takes the form of a wide range of honors and advanced courses from which students can choose after consultation with their counselor and GATE Facilitator.

Parents, teachers, and students are all notified about ALP development and all three are asked for input to help create the ALP; parents, teachers and students are also involved in progress monitoring the ALP, and GATE Facilitators are available at least twice per year to review the ALP with parents during conferences. The ALP includes a section for parent input as evidence of parent engagement. Classroom teachers, in addition to being asked for input before ALPs are created and to assist in writing measurable ALP goals,, are given a snapshot version of the ALPs for all gifted students in their class. We are working on ensuring that more people are active participants in the process of monitoring and creating ALPs to make it a truly collaborative process. GATE Facilitators are not the sole 'custodian' of the ALP.

All parties involved with the ALP sign the document and are given a copy for their records. One copy of the ALP is placed in the student's GATE folder and uploaded into Infinite Campus as part of the student's cumulative record.

Target: We will continue to create, review and update ALPs for high school students by adding a grade level each year; in 2018-2019, 9th and 10th graders will have an ALP/ICAP; in 2019-20, 9th, 10th and 11th graders will have an ALP/ICAP; and in 2020-2021, 9-12th graders will have an ALP/ICAP. High School administrators communicate to teachers the expectation that they be involved in the ALP process.

Target: Create a meaningful ALP articulation for the transition process when students move from middle to high school.

Target: Create a Student ALP Interview form prior to writing an ALP to gather relevant information, such as personal, academic and affective goals; after school/in school activities and achievements; community service/volunteer work; a description of how the student assesses themselves socially/emotionally.

Target: Consistently utilize the DMS ALP Interchange to self-assess ALPs and review as a GATE team how we're doing and what positive changes we can make to the process.

Programming

The mission of Gifted and Talented Education (GATE) in MCSD is twofold: first, to identify students who demonstrate superior aptitude in academics, art, music, the performing arts, leadership,



creativity or psycho-motor ability; and second, to provide a rigorous educational environment in which students have the opportunity to optimize their academic and affective growth and development. All programming strategies address the educational needs of gifted students to the best of our limited resources and are aligned with each individual student's strength area(s), interests, and ALP data and goals.

Montrose County School District provides district-wide opportunities for all students in STEM and Problem-based Learning. These district-wide initiatives provide differentiated opportunities for gifted students to: have challenging and rigorous learning environments; engage with open-ended, authentic, and relevant tasks; have opportunities to express learning in unique and creative ways; wonder, question, think critically and creatively solve problems; work with their academic peers collaboratively; learn and demonstrate 21st century skills, including communication, creativity, critical thinking and collaboration; and develop and demonstrate leadership qualities.

The program varies from school to school. There are some similarities in all the schools. We offer both push-in and pull-out programming opportunities, depending upon a variety of factors, including the support and requests of building principals and scheduling constraints. Building principals work closely with the GATE department to determine their building's needs and the best programming options.

Students who are formally identified into the program are provided services on a weekly basis at the elementary school level. Elementary facilitators push and challenge kids in their identified strength areas and provide weekly enrichment projects. At three of our six elementary schools, one of our GATE Facilitators provides the majority of the gifted students with the opportunity to attend a full-day, once per week GATE class. In the pull-out groups, the GATE Facilitator follows grade-level state academic standards (oral communication, vocabulary development, ELA, and math) and work on affective needs for GATE students, including goal-setting, social/emotional needs activities, and peer groups. STEM activities are a perfect learning opportunity for GATE students during our pull-out groups. At the other three elementary schools, another GATE Facilitator provides gifted students with two-hour pull-out groups with an emphasis on affective needs skills, goal setting, critical thinking and technology integration. The GATE Facilitator also provides monthly planning with grade-level teachers (grades 3-5) to support planning for advanced/GATE students. The GATE Facilitator provides push-in groups for each grade-level for either advanced reading or math; some pull-out groups are specifically for math extension/enrichment to support the new Bridges program.

Students are screened for advanced classes in their strength area at the middle school level. At two of our three middle schools, special GATE classes are offered with a GATE Facilitator weekly. At the third middle school, the GATE Facilitator offers a push-in model to co-teach with classroom teachers and offer flexible grouping strategies with Gifted students. Middle school GATE Facilitators also offer team teaching in all subjects, planning time with teachers for specific programs, and meet with students in small groups or individually to discuss goals.

At the high school level, students have a wide variety of honors, advanced, AP, and concurrent enrollment courses from which to choose as well as a wide range of postsecondary options, including Career Options seminars, work for credit, and internships. Counselors play a major role in providing support for gifted students and work closely with individual students on the ICAP. There are two GATE Facilitators available part-time to meet with small groups or with individual gifted students. Currently, a GATE Facilitator is a once per week lunch meeting with 9th grade students focused on postsecondary career and college readiness and planning.

We have recently tried to move to more of a push-in model. This has worked much better in schools that have clustered their students. We recently received training on embedding rigor into everyday instruction for all students and on clustering our gifted students; these will be target areas in the next four years to continually improve our programming.



Gifted Facilitators provide support for classroom teachers of gifted students by providing the following: differentiation strategies, pull-out GATE classes, push-in co-teaching, curriculum compacting, curriculum pre-assessment, college and career planning, alternative and/or extension assignments and content, social/emotional strategies, and cluster grouping where possible. Starting last year, we have offered and will continue to offer Professional Development on the Depth and Complexity Framework for any interested classroom teachers. Currently, our GATE Facilitators use the Depth and Complexity Framework in their pull-out and push-in instruction of gifted students. We continue to offer training and support for differentiated instruction and methods to all classroom teachers.

GATE Facilitators routinely provide affective guidance and support for gifted students through small groups and individual meetings with gifted students.

Wherever possible, we have offered diverse content options in areas of strength through specific programming based on the student's ALP and through a menu of available courses. As much as possible, we counsel students about choosing courses based on their goals. Programming is articulated across grade levels to assist gifted students in transitioning, especially in regard to student interests and strength areas. We offer support to our gifted students in planning academic pathways aligned with pre-collegiate and/or pre-advanced placement, continuing into high school where counselors offer guidance on course selection for career/college pathways. The collaborative development of the ALP is the central resource used for guiding and offering support throughout the student's academic transitions.

The MCS D GATE Department manages acceleration requests for all students, which includes cognitive testing, organizing meetings, and providing the Iowa Acceleration Scale to determine if a student is eligible to accelerate from one grade to the next. Students may be accelerated by curriculum compacting, subject and content acceleration, and advanced placement. Our District Acceleration Policy is available on our website.

Target: Work with building principals to 'cluster' gifted students as much as possible to make push-in co-teaching strategies more effective and to provide greater, more consistent opportunities for gifted students to work with their academic peers.

Target: Offer Professional Development training to all staff about embedding rigor into everyday instruction for all students, particularly by training on Depth of Knowledge, the Continuum of Complexity and the Depth and Complexity Framework.

Target: Develop a clear process for problem-solving when a gifted student is underachieving.

Target: Continue to work with and support school administrators to provide appropriate programming for gifted students.

Target: Develop a comprehensive Instructional Delivery Plan for GATE that guides instruction of gifted students available to GATE Facilitators, administrators and classroom teachers.

Evaluation and Accountability Procedures

Annually, Montrose County School District creates a Gifted Addendum to the Unified Improvement Plan that aligns with state accreditation processes.. Data concerning gifted students is monitored regularly using Schoolzilla and is disaggregated to modify and update the Addendum in regard to gifted student academic performance data for areas of growth as well as areas needing improvement. Some of the data that we look at includes identification trends, particularly with analysis of our progress in trying to shrink the identification gap of our underrepresented populations.



To ensure continual development, students and parents monitor and self-report on goals identified in each student's ALP in consultation with GATE Facilitators; goals are then updated after meeting with stakeholders. The ALP includes a statement that the goals were reviewed and updated and that parents were involved. Yearly surveys are given each year to both gifted students and their parents in order to measure the effectiveness of our gifted program.

We use the CGER process as well as self-evaluation to make continual improvements. We use the ALP Interchange on DMS for ALP self-evaluation.

Disaggregated growth data is shared with the school board and with principals yearly.

Feedback and review from all stakeholders is encouraged and welcome at all times by ongoing two-way communication.

Target: Improve progress monitoring processes for consistency and frequency to support adequate yearly growth for gifted students by including classroom teachers and parents; make the ALP "Snapshot" available for all classroom teachers and easily accessible by parents.

Target: Continue to improve transparency of gifted student achievement and share regularly with all stakeholders by providing all relevant information one-click away on the website and in print.

Target: Ask for parent, student, and teacher feedback annually with surveys to provide evaluation of all elements of the GATE program to aid in our own self-evaluation.

Personnel

Working under the Director of Instructional Services, the Gifted Coordinator is responsible for management of the program plan, as well as coordination of gifted education professional development. MCSD hires and retains a Gifted Coordinator who works at least half the time on managing the gifted education services for the district; the current Gifted Coordinator is working toward an endorsement in gifted education through graduate coursework. The Gifted Coordinator is responsible for the following:

- Develop, implement and monitor state Gifted education CPP and goals
- Attend state and regional Gifted Education Director's Meetings
- Collaborate with district administration to align GATE services with ongoing district curriculum initiatives
- Conduct research on best practices in Gifted Education
- Determine programming needs based on research, data analysis and survey results
- Facilitates program development and revision with the Gifted Education Facilitators
- Maintains and regularly updates the website
- Ongoing two-way communication with all stakeholders in a variety of ways
- Promotes and manages professional development
- Facilitates GATE Parent Nights and Parent Meetings
- Presents information and data on Gifted Education to all stakeholders
- Manages gifted testing schedules and procedures
- Manages and reports on gifted education budget
- Manages Early Access and Grade Acceleration procedures

Currently, we have four full-time GATE Facilitators: 1) one services 3 elementaries; 2) one services 3 elementaries; 3) one services one middle school and one high school; 4) one services 2 middle schools and one high school.

All GATE Facilitators are highly qualified in the area in which they are teaching; one of our GATE Facilitators holds a gifted education endorsement; three of our four GATE Facilitators are trained in identification; all of our GATE Facilitators are encouraged to obtain a gifted endorsement. All GATE



Facilitators are highly knowledgeable about gifted education and attend Gifted Education conferences (CAGT and NAGC) and regional trainings whenever possible. GATE Facilitators have taken or are taking CDE Javits Gifted Modules. Each year, the GATE Facilitators are provided a calendar of available courses offerings and trainings to continue their professional development. All GATE Facilitators

- design rigorous curriculum and lesson plans based on best practices in gifted education instruction
- implement extended learning opportunities to nurture and develop gifted potential through pull-out classes or push-in co-teaching methods
- are responsible for writing, monitoring and managing the ALPs of their gifted student caseload
- Shares ALP "Snapshot" with classroom teachers
- build positive relationships with the students, their teachers and their families
- communicate regularly with all stakeholders
- maintain a regularly updated Blog about their gifted programming and classes
- have access to and monitor student data through Schoolzilla for progress monitoring and goal setting
- meet regularly with classroom teachers to progress monitoring and assist with differentiation strategies for the regular classroom
- manage and administer gifted testing, including the 2nd grade CogAT Screener and Full Battery
- notify teachers of testing windows and request recommendations
- Completes testing analysis and summaries; writes and sends determination letter
- Enters identification codes/information and ALP into Infinite Campus
- Updates files and data for gifted 'monitoring' students
- Meets with parents of gifted students for ALP creation/monitoring
- Compiles the "Body of Evidence" as part of student GATE files and ALPs; uses the "BOE" to inform SMART Goals for the ALP
- Gathers and provides gifted resources to assist teachers with differentiation and best practices for gifted education instruction
- Participates in and/or leads professional development opportunities
- Meets as a Gifted Education team regularly for planning and review
- Provides affective lessons and support
- Advocate for gifted programming
- Provide postsecondary counseling and support

MCSD has been collaborating with Denver University through the Right 4 Rural Grant to improve identification methods and strategies aimed at increasing gifted identification among our underrepresented populations. At least three of our GATE Facilitators have received training on the Depth and Complexity Framework and work within the district to offer professional development on Depth and Complexity.

No paraprofessionals are utilized for gifted education in MCSD.

A variety of professional development that is designed to support the improvement and acquisition of knowledge related to the needs of gifted students is offered in our district, including the Depth and Complexity learning thread as well as training on how to utilize Problem Based Learning in the classroom.

Target: Develop more professional development learning threads on instructional strategies for high achieving and gifted students, including Depth of Knowledge and the Continuum of Complexity.



Target: The GATE Team will engage in a "Book Study" every year to continue learning in gifted education and best practices.

Target: The GATE Department will encourage regular classroom teachers to attend Gifted Professional Development in the district as well as the CDE Javits Gifted Modules.

Target: Continue to encourage GATE Facilitators and Coordinator to attend Professional Development and State Directors Meetings and to obtain the gifted education endorsement to stay current with gifted best practices, issues, topics, research and ideas.

Target: Try to secure funding for an additional .5 FTE to ensure we have four full time Gifted Facilitators servicing all of our schools.

Budget

Each year MCSD submits an annual budget plan that reflects both state funding and AU contributing funds. State funds are used entirely to help pay salaries for gifted facilitators. The budget is determined collaboratively by the GATE department. The Gifted Coordinator is responsible for managing and reporting on the budget. State funds are approximately \$57,000; the district supplements state gifted funds by approximately \$252,000.

Target: Seek grants and scholarship money for professional development, curriculum and additional resources.

Target: Maintain current district supplement to support gifted education program goals and gifted student academic and affective needs.

Target: Improve collaboration and transparency on yearly budget proposals and clarify our budgeting process as much as possible.

Reports

The UIP Gifted Addendum is updated annually and is accurate and up to date. The AU complies with all requirements of accreditation in regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

The AU has a budget proposal on file with CDE through the DMS.

MCSD uses Schoolzilla for disaggregating and storing data. In addition to showing the percentage of students identified as gifted, Schoolzilla disaggregates information about students by grade level, gender and ethnicity, free and reduced lunch status, area of giftedness, and twice exceptionality.

Percent of students in the AU Identified: .071%

444 Identified Gifted Students of 6,249 Total Students enrolled in the district

51% of Identified Gifted Students are male

49% of Identified Gifted Students are female

85% of Identified Gifted Students are non-Hispanic

15% of Identified Gifted Students are Hispanic

20% of Identified Gifted Students are Free/Reduced

MCSD uses grant monies (3150 categorical state funds and 3228 Qualified Personnel Grant) to fund a Gifted Coordinator, who is working toward the Gifted Education Endorsement. MCSD complies with all reporting and accounting to manage these grant funds.

Target: Maintain and sustain current reporting practices.



Record Keeping

Financial records are maintained through the MCSD accounting office and are kept in accordance with principles of governmental accounting.

An inventory is maintained by the Gifted Coordinator for all equipment purchased by the GATE Department; Inventory records are updated twice a year by the GATE Team. All GATE Department orders must be submitted to the GATE Coordinator via the Instructional Services Purchase Proposal (ISPP) form; from there, the Gifted Coordinator approves the order and works with the Federal Programs Coordinator to issue a Purchase Order # and to attach the appropriate account #. All records are kept digitally and in print.

ALP documents are part of the student's cumulative record.

All individually identifiable records are confidential and protected according to the laws and regulations of FERPA and CDE.

Student records are kept until the year of student graduation, then destroyed.

Target: Maintain and sustain record-keeping practices.

Procedures for Disagreements

It is the intent of the Montrose County School District to resolve questions and concerns at the level in which they occur. Any questions or concerns about Gifted Education should be brought to the attention of the GATE Facilitator in the school and/or the district GATE Coordinator. Students are encouraged to first talk with the GATE Facilitator or classroom teacher to address any issues, concerns or questions.

If there is a disagreement with identification, programming, and/or the ALP, parents, teachers, administrators and students have the right to appeal by notifying the Gifted Coordinator in writing. The Gifted Coordinator will then gather and review data, research district and state policy, and involve all stakeholders in a timely manner to further review data and possibly introduce new information before further action is taken. Parents and students will have the opportunity to be heard and parents will be notified in writing about the final decision. Parents can expect a response from the Gifted Coordinator within 10 school days of filing an appeal. The procedure for disagreements is posted on the GATE website, and GATE Facilitators refer any disagreements to the Gifted Coordinator.

If the student and/or parents are not satisfied with the solution presented by the Gifted Coordinator, they may appeal to the Director of Instructional Services, who will review the process and evidence and respond in writing within 10 school days.

Target: Maintain and sustain current procedures for disagreements.

Monitoring

MCSD is working toward complying with all applicable state and federal laws and regulations regarding the program plan, identification, and special educational services for gifted students.

MCSD monitors and reviews progress towards our annual and comprehensive plans.

MCSD monitors annual enrollment and performance reports on a regular basis.

MCSD underwent a CGER in Fall 2015 and will participate in the upcoming CGER in 2018 as well.

MCSD has worked to make changes suggested by the 2015 CGER, and will participate in any follow-up activities to correct areas of non-compliance for future CGERs.

Target: Maintain and sustain current monitoring practices and be prepared remedy any areas of non-compliance.

