



Administrative Unit

Administrative Unit name: Fremont Re-1, Canon City - 22010	Region: South Central	
Name of Gifted Education Director/Coordinator: Shyla Swisher	Email: swishes@canoncityschools.org	
Director’s mailing address: 490 North Diamond Ave, Canon City, CO 81212	Phone number: 719.371.3334	Fax: 719.276.6199

Name of Superintendent: George Welsh

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 in regards to Identification and Programming:

- Distribution of information to parents, educators, community members, and school board via non-print, print, and electronic means of communication. Examples: Parent brochures and GATE Fast Facts are distributed at GATE (Gifted and Talented Education) conferences, meetings, and workshop.
- Staff information brochures and GATE handbooks are distributed, along with a presentation on identification and programming, to new teachers in the fall of each new school year at orientation.
- Staff meetings are held to provide review of GATE identification and programming for *all* teachers and administrators.
- Before school begins in the fall, parents receive a "welcome" letter from coordinator directing them to access the GATE website to locate information about identification, resources, handbooks, websites, summer program (SPLASH!), how to parent gifted students, and much more.
- Each fall, general GATE information is included in elementary school handbooks, the Canon City High School Course Offerings book, and the Canon City GATE website. Parents, staff, and community members are informed of advanced curriculum and programming opportunities.
- At the high school level, informational meetings are held for all grade levels. Information regarding concurrent enrollment, honor courses, sophomore to senior program, and career planning through Pathways is disseminated to parents and students. Also, an individual meeting with each high



school student is set up to discuss career planning. The counseling department at the high school also communicates this information during the pre-enrollment process.

- Programming options to meet students' strengths and challenges are communicated to parents, teachers, students via the GATE Website, the parent handbook, the high school parent guide, quarterly/trimester progress reports Advanced Learning Plans, the GATE Quarterly (newsletter) and the GATE classroom itself.
- Monthly, gifted education helpful hints are included in elementary school newsletters.
- The Cañon City Schools website has a GATE Departmental link for parents, educators, and community to access the District Gifted Education goals and objectives. The GATE website includes the Gifted and Talented Parent Handbook, Early Access Flyer, High School Parent's Guide, a GATE Calendar, GATE Quarterly Newsletters, links to pertinent gifted education sites for students, parents, and teachers, a downloadable version of the GATE resources available for checkout, and information on our summer school program SPLASH! All updated annually.
- Elementary level quarterly parent newsletters explain gifted programming for students at each school.
- RtI resource is housed at each school. The resource contains gifted programming suggestions/strategies for gifted students in the RtI process including accommodations and explicit instruction charts from the CDE Twice Exceptional Resource book as well as CDE programming triangles.
- A "Celebrate GATE" parent meeting/celebration is held for all school levels (elementary, middle, high) at the beginning of each school year to inform/review for parents, students, teachers, administrators, and school board of our identification process and programming objectives and options for all levels, ways to be involved with the program (PAGE), and Advanced Learning Plans.
- "We Believe" posters are posted in each GATE classroom and given to each teacher in the district.
- SENG meetings occur in the winter focusing on the social and emotional needs of gifted student.
- At present, we have only one non-English speaking family represented in our district's GATE program. We work closely with the ELL teacher and she interprets at meetings and when communication is sent home. Therefore, we do not presently have a need to publish our materials in language(s) other than English.
- Each year we hold a fund raiser, with the assistance of our Parent Advisory of Gifted Education Board, and include the community, students, parents, and teachers on our endeavor.

Communication in regards to Advanced Learning Plans

- Parents and teachers are invited to provide input during the writing of students Advanced Learning Plans. They are also encouraged to attend and contribute information at the ALP conferences regarding student strengths and challenges, as well as programming recommendations (documented in the Parent Involvement section of the ALP).
- Monthly meetings with elementary teachers and middle school teachers are held to review ALP goals and to progress monitor.
- Students are required to self- monitor on progress and report on ALP goals
- Quarterly communication around ALP goals with and teachers and students
- In regards to career/course guidance, we host annual ALP meetings (resulting in applicable strategies) with all of our students which include long-term planning. Specifically, beginning at the ninth grade level, all GATE students put a long-term four-year plan in place. Additionally, all students in our district, beginning at grade six, participate in the ICAP process.



Communication in regards to Student Achievement:

- Quarterly progress reports are sent to parents of middle school students and trimester progress reports are sent to parents of elementary school students.
- Our department proactively solicits a partnership with our local newspaper and local radio station, in an effort to communicate with the community at large regarding GATE programs, competitions, and activities.
- Yearly school reports are developed for principal/staff use in writing goals for the school improvement plan.
- GATE Staff reports to the school board annually on identification and programming.
- "Fast Facts" are presented at the school board meeting and distributed to administrators, as well as posted on the GATE website.
- We report student achievement, involvement, and programming to our Parent Advisory of Gifted Education Board (PAGE) four times a year.

Future Steps:

- 2016-2017** Update Website and Handbook(s) to include current terminology and eliminate inconsistencies.
- 2017-2018** Professional Development given to all district staff around gifted identification, programming, and best practices. Design, implement, and forge agreement for district policy with teachers on the implementation of ALP and appropriate programming for gt students.
- 2018-2019** Create a partnership with gt staff, business ownerships, community members to develop a Professional Learning Community (PLC) to support programming efforts
- 2019-2020** Build an "out-reach" program with community members for mentorship program.
- 2016-2020** Continue to develop mentorship program.

Definition of "Gifted Student"

AU uses the state definition for gifted students.

"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

*This definition serves as the basis for all other program plan elements.

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 psychomotor abilities

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



Identification Procedures, Criteria for Determining Exceptional Ability, and Identification

Portability:

Gifted Education Demographics:

The Gifted and Talented Department in Canon City ensures equal and equitable access for students of all populations. District demographics reported on Cañon City Schools indicates a small percentage of underrepresented populations except FARM students. Our district embraces new constructs of giftedness that are multi-faceted, multi-cultural, and multi-dimensional. Our philosophy of giftedness is that is inclusive rather than exclusive. We recognize that there are multiple ways in which the traits, behaviors, and aptitudes that define giftedness may be displayed or manifested. We have created strong links between the identification process and instruction. The purpose for identification is to locate students who can be provided with appropriate differentiated instructional opportunities. Workshops that address cultural differences, stereotypes, and prejudices have been provided to all gt staff. The procedures for identification are ongoing. Students from impoverished environments are often transient and more likely to be absent from school, and therefore, are monitored closely.

Identification Procedures: (see attached Steps for Identification)

The Gifted and Talented Steps for Identification is posted on the website and outline specific procedures for the identification process and assessment.

Referral Process:

Referrals for gifted identification are accepted throughout the school year and can be submitted to the Gifted Resource Teacher (GRT) by parents, teachers, administrators, counselors, and students, or through the Rtl process.

Screenings:

All students are considered in the initial screening for gifted education services including but not limited to gender, ethnicity, ESL, and social-emotional levels; effort is made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics. The CogAT Form 7 is given to screen all second grade students. The students recommended or demonstrating Tier III scores on screening tools are recommended for formal identification through GATE Determination Team. The GATE Determination Team consists of GATE staff (all three of which hold the gt endorsement) and GATE coordinator (holds the gt endorsement) and uses the Rtl process for gifted identification and interventions.

Information about the referral process can be found on the Canon City Gifted Education website.

Formal Identification ~ Early Access:

- Potential candidates for Early Access may be referred as early as age four for kindergarten and highly gifted five year olds ready for first grade who meet the following qualifying criteria:
- high indicators of school readiness (ready academically, socially, emotionally, and behaviorally for the rigor of kindergarten or first grade), a body of academic evidence at the 98th percentile, including gifted assessments, an Intelligence Quotient score of 140 on cognitive abilities tests, and an "Excellent" rating on the Iowa Acceleration Scale.
- The goal for Canon City Schools is to work collaboratively with parents/guardians and teachers to ensure that the best decision is reached.
- Students who families qualify for Free or Reduced Lunch will not be charge for the Early Access application.
- Students must be age 4 for kindergarten or 5 for first grade by **August 1st** per Cañon City Schools adopted board policy.

Academic Formal Identification:

Regular referrals for GATE assessment begin at kindergarten and continue throughout twelfth grade. Students are identified based on a body of evidence which may include:

- State Assessments (PARCC, CMAS)



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- STAR Reading and STAR Math
 - STAR Early Literacy (K-1)
 - Report Card
 - End of unit assessments
 - Demonstrating higher order questioning/thinking/reasoning

Referrals for identification are accepted from teachers, parents, community members, peers, self, etc.

Assessment Tools:

- Cognitive Abilities Test (CogAT)
- Naglieri Nonverbal Assessment Test (NNAT)
- Wechsler Intelligence Scale for Children (WISC IV)
- Colorado State Level Assessments
- District Achievement Test (STAR)
- Gifted Education Scales (GES-2)
- Scales for Identifying Gifted Students (SIGS) - Home and School Rating Scales
- Kingore Observation Inventory (KOI)
- Successful completion of course sequence
- Previous Identification Date from another source
- Various tools for identifying giftedness in visual arts, performance art, music, leadership, and creativity

Beyond district screening, there are two testing windows (fall and spring) in which recommended students are assessed. Results become part of the student's body of evidence.

Students are tested within two weeks of the closing of a testing window and determination are made within 30 days of test occurrence. Parents are contacted immediately after the determination is made. Students begin receiving services after permission of services is signed and returned.

Body of evidence, which is qualitative and quantitative, must demonstrate 95th percentile or above (an exceptional/distinguished rating) on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures in order for determining exceptionality.

To ensure students of underrepresented populations have an opportunity for gifted ID, a body of evidence with scores ranging from the 92nd to 94th percentile may require further data collection (KOI, nonverbal assessments, etc).

Students can be considered again in the future for identification even if their initial BOE was not at the 95th percentile if recommended by a parent, teacher, administrator, peer, or self. It is a best practice rule of thumb to wait a year between cognitive testing in order not have skewed results. Advanced Learning Plan (ALP) is written in a timely manner - within 30 days of being identified as gifted.

Students who meet the definition are identified and placed according to their body of evidence at Tier III (gifted) kindergarten through high school.

Portability

In regards to students who transfer into Cañon City Schools from another Colorado school and have a prior gifted identification, records will be reviewed, and if portability requirements are met, then the student is identified in Cañon City Schools as being gifted. If body of evidence is incomplete, consultation with former district, parents, and students occurs and possible reevaluation occurs. A review of the new student's ALP within 45 days of enrollment into our district occurs along with communication with parents within 60 days.

If a student transfers into Cañon City Schools from out of state, our district reserves the right to complete any additional assessments as part of making an eligibility determination.



Implementation of statewide identification procedures are used to ensure portability for our students.

In regards to students who transfer out of Cañon City Schools, cumulative folders that reside at a student's home school are clearly flagged with notification that the GATE department has records (BOE for identification, initial parent letter, testing information, ALP, etc.) that also need to accompany the student to the new district to ensure portability.

The Arts Formal Identification:

There are identification processes in place for students gifted in leadership, creativity, and the arts. The general procedures follow the academic model. The "body of evidence" identification tools differ for each area and include a portfolio for performance pieces.

Visual Art, Music, Leadership, and Creativity identification process and assessment tools include:

- Portfolio with collected artifacts
- Nomination forms
- Performance Assessment given by teacher/expert in the field indicates 95th percentile performance/ability
- Completed Ohio State Rubric for Gifted abilities (rubrics to assess gifted dramatic abilities, musical abilities, visual arts abilities - Average score of "3" or "Superior".
- Profile of Creativity Abilities (PCA)
- Torrance Test of Creative Thinking
- Gifted Rating Scales (GRS)
- Renzulli Behavior Characteristics for drama, music, visual arts, and leadership

Art teachers begin identifying students K-4th grade for a "talent pool" for potentially gifted art students (top 5% of students) and begin creating/collecting a body of evidence (multiple scores in the top 5%, art grades, products, awards, art show participant, etc). Students and parents are informed and encouraged to select pieces for the portfolio. A talent pool list is submitted to Gifted Education Department annually.

Art teachers, along with students (grade 5 or higher) and parents, complete the portfolio requirements by selecting a certain number of pieces of art, students write a brief description on each piece, and display their work in a "gallery" type setting. As a department, we "gallery walk" with all art teachers k-12 in the district in May (after the district art show) and have an Art Jury Determination day. Art teachers use the Ohio State Rubric to score the art work. The rubrics are then compiled and a composite yield of 16-20 a student is given further screening using the Profiles of Creative Abilities (PCA). A composite yield of 21-24 indicates giftedness.

As with academic formal identification, a formal determination is made, parents are notified via letter, and an Art ALP is written in a timely manner - within 30 days of being identified as a gifted artist.

We are in our second year of offering Art Enrichment Classes after school to provide additional instruction for Art ID Candidates and also to provide ALP aligned tutelage to students who have already been identified as gifted in the art of visual arts.

Music teachers have the same protocol as art teachers. (The Music Jury Determination day is after the Solo/Emsemble competition in the spring.) *A composite yield of 18-21 on the Ohio State Rubric for Musical Abilities indicates giftedness.

Review Team

Our team comprised of Gifted Resource Teachers (3) and the Gifted Coordinator (1) meet bimonthly to review determination forms and body of evidence to determine gifted identification.

Information Articulation

Information about students' identification is relayed to both teachers and parents. Parents are informed via written documentation if their child is identified through the review team.

(nonqualified student parents are also contacted). Explanation of testing, area of identification, and



service are included in the letter. A copy of this letter is placed in the child's permanent GATE folder.

The assessment profile (BOE) is used to make programming decisions and develop the Advanced Learning Plan. GRTs maintain records of gifted students progress through ongoing progress monitoring of student growth and achievement which is shared with students, families, and during the ALP conference.

Identification procedures are followed with fidelity.

Future Steps

2016-2017 **Align identification coding categories with seven areas of state definition to clarify student strength areas.**

2017-2018 **Increase funding for 1 additional FTE in order to bring back the talent pool.**

2018-2019 **Review/update the identification process with Parent Advisory Group (PAGE) and PLC**

2019-2020 **Expand tools and instruments used for identification as we expect these to update and change with time.**

Equitability Statement:

Gifted students' strengths and interests are identified through surveys and implemented through programming indicated in the student's ALP. The AU currently uses NNAT as an assessment tool as well as accepts referrals from all stakeholders throughout the year and through a student's k-12 educational career. We also have processes in place to identify students gifted in all other gifted domains.

Future Steps

2016-2017 **Write clear program for Creativity.**

2017-2018 **Continue to identify gifted art, music, leadership, and creativity students through portfolios.**

2018-2019 **Write clear program for Dance and Psychomotor.**

2019-2020 **Secure funding for Music Enrichment Classes after school.**

Advanced Learning Plan Content, Procedures and Responsibilities

Advanced Learning Plan Content:

- The district has invested in the Alpine Achievement Assessment system which provides the capability for electronic ALPs. Our electronic ALP has the following components:
 - Student, school, and district information
 - Date of plan and Plan Status (current school year, plan contact person)
 - Background Information (student interests/goals (profile), assessment scores, other plan information, extracurricular activities, synthesis of Body of Evidence information, accommodations)
 - Gifted Identification and Classification (initial identification date, state classification)
 - Programming and Goals in Strength or Need Areas
 - Guidance, Counseling, Career Planning (social/emotional goals)
 - Overall Summary of Recommendations
 - Documentation of meeting dates, attendees, and signatures
- All parties involved agree to that the ALP is a living document and can be edited throughout the school year and new goals will be written on an annual basis. All parties sign the document and are given a copy for records. One copy is placed in the student's permanent GATE folder.
- All goals in the ALP are written and aligned with tiered classroom instruction and programming and reflect student interests, needs, and area of strength.



- Strategies/Extensions directly support goals (approach problems through inquire, exploration, differentiation, variety of perspectives, etc.) A variety of materials are used to do this: William and Mary curriculum, Weinbrenner strategies, Interact, Challenge Math, etc. Also a variety of content options (honor programs, compacted curriculum mentorship, grade acceleration, tiered lessons, etc.)
- Quarter/Trimester progress reports align with the Colorado Gifted Programming Standards and reflect upon individual student goals.

Advanced Learning Plan Procedures, and Responsibilities:

- The ALPs are managed within the school cumulative record system (Alpine and GATE folder) and are transferred between grades and school levels each year. If a student moves outside of the district, a copy of their ALP and other pertinent information is forwarded to the new school.
- The ALP is developed *between* parent(s), student, teacher(s), gifted resource teachers, and counselor (if applicable). *ALL* are active participants and goals written in the ALP are the result of collaboration between the student, classroom teachers, GRS, school counselor, and parents.
- Teachers are given an Advanced Learning Plan Data Collection Form and asked to address the following areas:
 - Academic Strengths
 - Academic Areas of Concern
 - Learning goals/ needs
 - Affective goals/needs
 - Extended Learning Experiences/resources/interests
 - Every identified gifted student (Tier III) K-12 has a current, up-to-date ALP according to the student's strength area(s), interests, and instructional and effective needs.
- Students are given an ALP information interview and asked to address the following areas:
 - Areas of interest inside and outside of school (how they prefer to spend their time)
 - Goals: personal (read more novels, spend time with family, etc), Academic (maintain grades, improve time management, etc) and Enrichment (service projects, contest, etc)
 - After-school/in-school extracurricular activities (instrument, lessons, clubs, sports) and achievements
 - Community Service/Volunteer Work
 - Socially/Emotionally (describe unique personality, character traits, aspects that support or distract from success)
- Parents are asked to attend the ALP conference and share how they are going to contribute to the goals the student has written. This information is documented in the Parent Involvement section on the ALP.
- Each identified Tier III student has a flag at the top of their record in the district management system (Infinite Campus) that identifies them as a GATE student. When the cursor hovers over the GT flag, it shows the area of gifted identification for the student. Knowing that a student is identified as gt because of the flag alert, any teacher, counselor, or administrator in the school can then pull up the student's electronic ALP to view the student's information and goals.
- ICAP: Currently the ALP is a separate document from the ICAP and there are no plans in the district to merge the ICAP with the ALP. The information from the ICAP is used to enhance the information in a student's ALP.

Affective Guidance and Counseling:

- Area of focus on ALP affective: Affective guidance in the form of addressing social skills is integrated into the regular education classroom program. Students needing individual affective assistance may receive services from their respective school counselor and/or GRT. Early college and



career planning discussions begin in the elementary school years and are informal at the elementary school level. Formal discussions in these areas begin at the middle school and continue through a student's high school career. Information from these discussions concerning a student's career and academic plans are kept electronically in the student's ICAP (Individual Career and Academic Plan) beginning at sixth grade and may also be reflected in the electronic Advanced Learning Plan.

- Affective goals reflect development of students personal, social, communication, and leadership skills.

Future steps:

2016-2017 **Begin writing standards-aligned achievement goals for student's strength area(s).**

2017-2018 **Have solid SMART goals (academic and affective) written annually for all Tier III students.**

2018-2019 **Consistently use ALP Interface to self-assess standards-aligned ALPs.**

2019-2020 **Continue writing solid standards-aligned ALPs and completing annual self-evaluations.**

Programming

GIFTED AND TALENTED EDUCATION PHILOSOPHY STATEMENT

Board Approval: 1-7-03

Gifted and talented students are those who show exceptional performance an outstanding abilities or who demonstrate potential for in-depth advanced programs. Canon City Schools District is committed to providing an educational program that recognizes the unique abilities and needs of these students, while promoting adequate yearly progress from their points of entry. Gifted and talented learners require diverse curricular and instructional experiences through the shared responsibility of teachers, gifted and talented specialists, administrators, counselors, parents, and the learners themselves.

Mission Statement:

Recognize and nurture the development of exceptional abilities so that all gifted students demonstrate positive self-esteem, high level thinking, and creative productivity.

We Believe Gifted Students need:

- Challenging instruction and academic rigor
- Open-ended, differentiated, authentic, and relevant tasks
- Opportunities to express learning in unique and creative ways
- Encouragement to wonder, question, think critically, and creatively problem solve
- The ability to advocate for themselves in a positive manner
- Opportunities to work with their academic peers
- Opportunities to develop and change schedules to meet their learning needs
- Counseling around specialized career and college goals
- Social and emotional support systems
- The opportunity to reach their highest potential
- Develop and execute leadership qualities

Service Delivery**Elementary Level**

Tier II - Advanced Student Talent Pool (Students demonstrating a body of evidence at the 92nd - 94th percentile)

Tier II services for identified advanced students are small group participation, class enrichment, interest or extended learning experiences. Tier II students are included in GATE pull-out class which



provides opportunities for talent development through fifth grade. Students are re-evaluated at the end of 5th grade to determine Tier III qualification and continued gifted services.

Tier III - Gifted Students (Students demonstrating a body of evidence at the 95th percentile)

Gifted services for identified GIFTED students are small group GATE pull-out class, in-depth and/or extended experiences for students designed to develop and nurture gifted behaviors and traits. Tier III students require Advanced Learning Plans (ALPs) which serve as a programming guide and align with student data to meet the unique learning needs of Tier III students through the school day. Annually, the student, parent, classroom teacher, and GRT collaborate to design the ALP according to the student's academic, social, and emotional needs.

Teacher Support

Tier III services include gifted resource personnel assisting and instructing classroom teachers with the following:

- Differentiation strategies
- Pull out GATE class
- Curriculum Compacting
- Curriculum Pre-assessment
- College and career planning
- Alternative assignments, products, pacing, materials, content
- Independent passion projects, Contract Learning
- Social/Emotional Strategies
- Higher Order Thinking Skills
- Vertical programming alignment
- Extension Menus
- Cluster Grouping (Winebreener's SCGM Model)

Middle School Level

Tier III - Gifted Students (Students demonstrating a body of evidence at the 95th percentile)

Gifted services for identified GIFTED students are small group GATE pull-out class, in-depth and/or extended experiences for students designed to develop and nurture gifted behaviors and traits. Tier III students require Advanced Learning Plans (ALPs) which serve as a programming guide to meet the unique learning needs of Tier III students through the school day. Annually, the student, parent, classroom teacher, and GRT collaborate to design the ALP according to the student's academic, social, and emotional needs

Additional Tier III services include gifted resource personnel assisting and instructing classroom teachers with the following:

- Differentiation strategies
- Pull out GATE class
- Curriculum Compacting
- Curriculum Pre-assessment
- College and career planning
- Alternative assignments, products, pacing, materials, content
- Independent passion projects (based on strength and interest) , contract learning
- Social/Emotion Strategies
- Higher Order Thinking Skills
- Vertical programming alignment
- Extension Menus
- Cluster Grouping (Winebrenner's SCGM Model)

Cluster Grouping:



Cluster grouping is incorporated some years at some elementary schools and some middle schools, but it is dependent upon teacher experience.

Program Extensions:

Students have the opportunity to participate in school and district spelling bees, geography bees, math counts, Noetic Math, science fairs, Battle of the Books, creative writing contest, Khan Academy, Lego Mindstorm, Summer Program Learning for Advanced Students (SPLASH!), as well as many other school-wide activities.

High School Level

Tier III - students require Advanced Learning Plan (ALP) which serve as a programming guide to meet the unique learning needs of Tier III students throughout the school day. The ALP is currently separate from the ICAP and is retained as a separate document. Much of the high school Tier III programming occurs through subject acceleration, concurrent enrollment, and advanced course scheduling.

Plan includes but not limited to:

- Advanced placement or Honors classes
- Ability or achievement grouping
- Advanced programming in all content areas
- College and career planning
- Post-secondary options
- Social/Emotional strategies
- Vertical programming alignment
- Differentiated curriculum collaboration with general education instructors

Additional Support

Throughout the year, the gifted resource teacher meets individually with ALP students to assist with scheduling, long-term planning, scholarships, and to assist with social and emotional needs.

Annually, the student, parent, classroom teacher, and GRT collaborate to design the ALP according to the student's academic, social, and emotional needs.

Support in differentiated instruction and methods:

In-services are held at each level to support teachers with differentiation and teaching methods. Podcasts are also made available and cover the topics of gifted characteristics, identification, pre-assessment, developing character, and curriculum compacting. Javits Professional Training Modules are also offered to teachers.

Monthly teacher meetings are held at the elementary level with gt specialist taking the lead providing best practices for gifted instruction "tips".

Transitions:

- Grade level: Student ALP's are shared through Alpine Achievement from grade to grade
- Elementary to Middle school: Student ALP's are shared through Alpine Achievement; students are introduced to students from other schools via an all 5th grade field trip. The middle school GRT is involved in the field trip for smooth transition to the middle school.
- Middle to High School: The middle school GRT prepare the 8th grade ALPs in the spring to ease scheduling issues and answer transition questions. The high school GRT monitors 9th grade student progress through a first quarter check in with students.

Underachievement

The GATE department uses Whitmore's strategies to help reduce underachievement:

- **Supportive Strategies.** Classroom techniques and designs that allow students to feel they are part of a "family," versus a "factory," include methods such as holding class meetings to discuss student concerns; designing curriculum activities based on the needs and interests of the children; and allowing students to bypass assignments on subjects in which they have previously shown competency.



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- **Intrinsic Strategies.** These strategies incorporate the idea that students' self-concepts as learners are tied closely to their desire to achieve academically. Thus, a classroom that invites positive attitudes is likely to encourage achievement. Teachers encourage attempts, not just successes; they value student input in creating classroom rules and responsibilities; and they allow students to evaluate their own work before receiving a grade from the teacher.
 - **Remedial Strategies.** Teachers recognize that students are not perfect - that each child has specific strengths and weaknesses as well as social, emotional and intellectual needs. With remedial strategies, students are given chances to excel in their areas of strength and interest while opportunities are provided in specific areas of learning deficiencies. This remediation is done in a "safe environment" in which mistakes are considered a part of learning for everyone, including the teacher.

Grade Acceleration Plan

The Iowa Acceleration Scale is used for students who are considered for grade skipping. The District Grade Skipping Policy (attached) outlines the procedures for acceleration. Students are accelerated by curriculum compacting, subject and content matter acceleration, independent study, and Advanced Placement. Any programming options for students who are accelerated are provided in the Advanced Learning Plan.

Pre and Post-Secondary Enrollment Options:

Concurrent Enrollment - Gifted learners are provided advanced courses commensurate with their ability.

Example: Senior to Sophomore Program - Cañon City Schools and Colorado State University Pueblo have combined efforts to provide this program at the high school level. Students can also opt to take college classes at Pueblo Community College in Canon City for dual credit. Post-secondary enrollment options are also offered for college credit.

Advanced Placement Classes - Currently six classes are offered for students who are interested in pursuing college credit by taking the Advanced Placement exam.

Honor Classes - Offering differentiation at the secondary level is some of the following ways: objectives and expectations, content, source and resource materials, teaching techniques, evaluation techniques, and types of assignments.

Pull Out Program - Aligns with standards and supplements the core curriculum with Tier II and Tier III opportunities and instructions.

Flexible learning environment- Accessible to gifted students to ensure technology, school of choice, appropriate pacing, acceleration, and adequate growth occur.

Content Extensions/Enrichment

Language Arts: Junior Great Books, Socratic Seminars, William and Mary Language Art Curriculum

Math: Advanced and accelerated math courses, Math Counts, Math Bowl, Colorado Math League

Science: Science Fairs (district and regionals)

Creativity: Destination Imagination, SPLASH! (Summer Program Learning for Advanced Students)

Leadership: Student Council, National Junior Honor Society, NHS, school clubs, and other high school/community organizations. Peer Tutoring - Opportunities for students to assist other students in learning and to play a challenging, active leadership role in the instructional process (k-12).

Performing Arts/Music/Visual Arts: Honor Band and Choir, Sports, SPLASH!, Art Enrichment Club

General Cognition: Beginning use of William and Mary Curriculum, Interact, Competitions (Spelling Bee, Geography Bee, Noetic Math) Online Courses, Western Academic Talent Search

- Our four components of teaching match the NAGC Gifted Programming Standards: Critical Thinking, Creative Problem Solving, Leadership Abilities, and Social Emotional Well-Being. These components match students' strength areas and areas of challenge and are communicated to all stakeholders via GATE website and Celebrate GATE (Open House).



- The main model of service provided at the elementary level and middle school level is pull-out. Push-in and intervention is also used.

Future Steps:

- 2016-2017** Continue to work with and support school administrators to provide appropriate programming in their schools for gifted students.
- 2017-2018** Continue to build capacity in increasing knowledge and expertise among classroom teachers in supporting the education of gifted learners by providing multiple professional development opportunities each year for regular education classroom teachers in gifted education and instructional strategies to support gifted students in mainstream classrooms.
- 2018-2019** Increase the rigor of curriculum at the middle school level (honors courses, pre-AP)
- 2019-2020** Continue to develop and strengthen professional development work (podcasts, district classes) based on best practices.

Evaluation and Accountability Procedures

Evaluation and Accountability:

Unified Improvement Plan Addendum on file with CDE.

Achievement Targets:

2016-2020: As is the case presently, and to be maintained on an ongoing basis, all ALP documents for Tier III identified students are updated on at least a "once annually" basis. The majority of Advanced Learning Plan conferences are held during the second and third quarters of each school year (November 2016 through March 2017).

2016-2020: On an ongoing basis, gifted math students will be encouraged to participate in enrichment activities (Noetic Math Contest, MathCounts, and CSU-Pueblo Math Day) to provide relevance for math. Noetic Math Contest takes place on one day per year (with preparation coming in advance of the actual test). MathCounts programs run from November to late February each year. CSU-Pueblo Math Day is once annually. Annual review and monitoring to ensure opportunities are available

2016-2020: GT teachers will, beginning August of 2016-2017 school year, work with general education teachers to increase the use of Kahn Academy for our gifted math students. Participation (% analysis) will take place quarterly.

2016-2020: GT teachers will continue to work with general education teachers to increase the use of Accelerated Math extended response questions (middle school).

Implementation and monitoring responsibilities are shared jointly by:

- Gifted Education Coordinator: Shyla Swisher
- Gifted Education Teacher: Trisha Konty
- Gifted Education Teacher: Samantha Muniz
- Gifted Education Teacher - Steven Carter
- Program Coordinator - Nancy Silengo (District Charter School)

*Methods align with state accreditation process.

Affective goals are written to address social-emotional strengths/needs or career/college guidance. Methods by which student affective goals are monitored and measured for continual development include rubrics for personal journals and anecdotal data, student survey, demonstration of self-advocacy, and student career and/or college plans. The goals/growth are progress monitored during our reporting cycle (every trimester) to ensure continual development.

Program Evaluation:



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- Program evaluation is gathered yearly through staff and parent surveys
 - CGER process
 - Data Review of student progress
 - CGER improvement suggestions
 - Goals are written according to the needs assessment above.
 - ALP Interface will be used for self-evaluation

Accountability Communication:

The gifted education department annually and disaggregates growth data and reports process to:

- The school board
- The Parent Advisory Gifted Education (PAGE)
- Gifted parents at large during the Celebrate GATE night
- The public through our Fast Facts on the website
- Principals and staff at each building through a yearly principal report
- Performance data is shared with families through the USPS, and also reviewed at annual Advanced Learning Plan conferences.
- Additionally, interim measures such as STAR Mathematics (scaled score emphasis as outlined above) is reflected on quarterly GT progress reports on a semester basis for middle school learners.
- Feedback and review from all stakeholders is encouraged and welcomed.

Future Steps:

2016-2017 Disaggregate achievement data by categories of state definition to improve programming for strength areas.

2017-2018 Strengthen progress monitoring methodology for monitoring gifted student achievement.

2018-2019 To assist all schools to have UIP goals addressing gifted student achievement and growth.

2019-2020 Successfully continue with above steps.

Personnel

Personnel:

AU Description: The Administrative Unit provides one gifted education endorsed specialists as a coordinator to facilitate gifted programming and gifted education resource teachers.

Gifted Education Staff:

- District Coordinator (half time)
- One full time secondary resource teacher (half-time middle/half-time high school)
- One full time elementary resource teacher (servicing four elementary schools)
- One half-time secondary/elementary resource teacher (K-8)
- One full time program coordinator at district K-8 charter school (GATE is one of the several programs implemented/overseen)

GATE Administration:

- Develops, implements, and monitors state Gifted Education Plan and goals
- Attends State and Regional Gifted Education Director's meetings for updates in state policy and Gifted Education Compliance requirements
- Participates in District Case Manager meetings
- Collaborate with district administration to make relevant connections between GATE services and on-going curricular or program changes
- Conducts research on best practices in gifted education



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- Determines district programming needs through research, data mining, and survey results
 - Facilities program development/refinement with gifted education staff
 - Promotes gifted education professional development opportunities
 - Evaluates gifted education staff
 - Coordinates SPALSh! Summer School
 - Active member of the District Leadership Team and District Professional Learning Community.
 - Families the GATE C.A.L.M. (Creativity, Arts, and Leadership Matter) policies for identification and programming in these areas.
 - Facilitates GATE Parent Nights (SENG, Parent Advisory, Celebrate GATE New Parent Nights)
 - Develops GATE Communique on a regular basis via the website, Facebook, and meetings
 - Present crucial gifted information to staff, administration, and school board through presentations and/or gifted education reports
 - Outlines procedures for program fluency and consistency (testing, data, record keeping at school and district levels)
 - Manages gifted testing schedule and oversees testing procedures
 - Manages gifted education budget
 - Updates gifted website

Elementary GATE Resource Teachers:

Instruction:

- Designs rigorous gifted curriculum and lesson plans based on best practices for gifted student instruction, individual student identified gifted area(s) and individual student interests.
- Effectively implements gifted curriculum and extended learning opportunities to nurture and develop gifted potential through pull-out classes two times weekly.
- Designs and implements affective gifted lessons
- Builds positive relationships with students, staff, and parents
- Communicates gifted curriculum/plans/activities to school staff as least quarterly
- Completes and distributes gifted student quarterly progress reports
- Uses district progress monitoring tools to determine growth goals and records students' progress (AR goals, STAR Reading and Math growth, PARCC/CMAS proficiency and growth levels)
- Meets on a consistent basis with teachers or teaching teams to monitor student progress and assist with differentiation within the regular classroom.

Testing/Data:

- Notifies teachers of testing windows and requests recommendations
- Complies testing recommendations, permission to test, and test request forms
- Submits test request forms to test coordinator prior to closing of testing windows
- Completes gifted testing summaries and determination forms. Sends results to parents and teacher after testing windows (two times yearly)
- Complies and updates student data excel spreadsheet (Identification category, Tier level, GATE testing, etc.)
- Updates files and data for gifted and "monitor status" students
- Submits updated student identification status to GATE coordinator and Administration Office quarterly

ALP:

- Writes, manages, and monitors ALPs on Alpine Achievement
- Assists teachers in accessing ALPs on Alpine Achievement
- Complies data and ALP input forms from teachers, students, parents, and data banks to develop ALPs



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- Uses body of evidence (BOE) to write meaningful and SMART ALP goals and monitors goal attainment.
 - Arranges and conducts ALP conferences including parents, students, and teachers (if possible)
 - Uses professionalism in all written and spoken communication.

Collaboration:

- Gathers and provides gifted resources to assist teachers with differentiation and parents with research based assistance with parenting a gifted child
- Participates in gifted professional development opportunities
- Attends Rtl meetings for gifted students
- Represents gifted education department on district/building committees
- Collaborates with and supports arts teachers in identification of students gifted in art, music, drama, creativity, leadership, and assists in developing ALPs at 5th grade and above
- Participates in school/gifted staff meetings and events

Middle School GATE Resource Teachers:

- Designs gifted curriculum based on student interests and strengths.
- Provides affective lessons
- Collaborates weekly with each middle school team for differentiation within the regular classroom
- Gathers resources to assist teachers with differentiation
- Complies GT testing summaries and communication to parents
- Updates files and data for gifted and "monitor status" students
- Writes, manages, and monitors ALPs
- Arranges and conducts ALP conferences
- Communicates regularly with teachers and parents about gifted student progress
- Helps facilitate gifted enrichment activities: Math Counts, Geography Bee, Spelling Bee, Science Fair
- Facilitates workshops on gifted education as needed.

Canon City High School GATE Facilitator:

- Advocates for gifted programming and scheduling for ALP students
- Meetings with each student to complete a scheduling checklist and career goals
- Updates and monitors GATE files and data spreadsheet
- Manages test referrals
- Arranges student field trip to Colorado Universities
- Manages ALP's
- Provides differentiation ideas for teachers
- Provides for affective needs (counseling)

Gifted Resource Team: Meetings bi-weekly to collaborate, discuss gifted determinations, and further develop programming options. All are highly qualified teachers and are knowledgeable about gifted students and programming (workshops, principal walkthroughs, in-services, induction class, handbooks, websites for staff, etc.). All GRTs attend Colorado Association for Gifted Teachers (CAGT), National Association for Gifted Children (when local), differentiated instruction workshops across the region, CDE Gifted Modules, and G.E.T (Gifted Education Tuesday) sessions, and has an ongoing professional development with specific book study topics.

Paraprofessionals: Paraprofessionals are not currently part of the gifted service delivery.

Gifted Specialist Endorsement: Inform and encourage teachers to attend gifted workshops, conferences, and college level gifted education coursework. Each semester teachers will receive an updated list of course offerings, online modules, and available regional training(s) in the field of gifted education. Cañon City Schools makes teachers aware of Adams State College courses,



University of Colorado - Colorado Springs courses, and various online university offerings for the development of qualified personnel. *Coordinator and all three providers currently hold the gifted specialist endorsement.

Future Steps:

2016-2017 Write the four-year comprehensive plan with future steps to take the program to the next level. The plan will be based on achievement data, needs assessments, and input from all stakeholders.

2017-2018 Offer professional development for classroom teachers to expand their knowledge base on strategies to increase depth, complexity, and rigor in concept based learning.

2018-2019 The gifted program will use surveys for all stakeholders to evaluate the effectiveness of the program and personnel.

2019-2020 Attend professional development opportunities around best practices in order to keep up with current issues, topics, and ideas.

Budget

Budget

AU Description: Current Status

- The budget is developed based upon district gifted programming requirements and needs assessments via parent/staff and student surveys. Funds are secured to improve and implements gifted education in the Administrative Unit. The budget supports goals identified in the plan.
- For the school year 2016-217, Canon City Schools continues funding for a half-time gifted education coordinator, 2 ½ gifted resource teachers serving K-12 students, as well as gifted education supplies, field trip costs, resource materials, professional development, and attritional costs related to program implementation. The district also employs a part-time certified teacher for administering assessments. State funds are approximately \$33,836 are used strictly to support the above. The district supplements state gifted funding by approximately \$216,340
- District Administration is involved with the budget planning and approval. The GATE staff, district staff, and parent surveys s provide input to the administrative staff as tot the effectiveness of programming the state and local funding provide. Gifted education funds are equitably distributed to serve the needs of gifted students in each school.

Future steps:

- Seek grants and scholarship money for professional development, curriculum, and additional resources.
- Maintain current district supplement to support gifted education program goals and gifted students academic, social, and emotional needs.

Reports

*Data collected via October enrollment in Data Pipeline.

AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education.

- AU complies with the requirements of accreditation regarding student achievement, identification of disparities in the data, instructional goals, growth, and reporting. Through Infinite Campus, GATE department is able to run an ADHOC report to identify the students with a "gifted flag". The Administrative Assistant to the Director of Curriculum and Instruction runs the report and GATE department team reviews the report to check for accuracy four times a school. In the spring, CED provides the district with a window of opportunity to also review the data for accuracy.



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- AU has a budget proposal on file at Department of Education.
 - Accurate records for the Data Pipeline annual reporting of gifted education include:
 - Number of identified students by:
 - Grade level
 - Gender and ethnicity
 - Free and reduced lunch
 - Areas of giftedness
 - Twice exceptionality
 - Percent of students in AU identified
 - *GATE department has qualified personnel:
 - Coordinator holds an endorsement in gifted education, has credit combined with work experience (8 years) and professional development, and has passed the PLACE test.
 - All three Gifted Resource Teacher holds an endorsement in gifted education, has credit combined with work experience and professional development, and have passed the PLACE exam.
- This is not yet collected via Data Pipeline.
- Future Steps:**
Maintain and sustain current reporting practices.

Record Keeping

Record Keeping

AU Description:

- Financial Records: Maintained through the District accounting office.
- Inventory: Maintained through the GATE office.
- Gifted ALP's are housed in Alpine Achievement, an electronic data warehouse, and are accessible to teachers as necessitated by student enrollment. Student GATE records are maintained and stored in a file cabinet (confidential) in the GATE office. Each identified student has a GATE folder that is updated yearly. ALP: The ALP includes the BOE, programming options and strategies, goals, review dates, activities, affective programming/goals, and assessment scores. All information is confidential and protected in accordance with laws and regulations.
- District policy for maintenance, retention, and destruction of records including gifted records is File 825 and File 845.

Future steps:

Maintain and sustain current recording keeping practices.

Procedures for Disagreements

Procedures for Disagreements:

The Right of Appeals:

If there is a disagreement with identification, programming and/or ALP, a right of appeal is available. A parent, student, teacher, or administrator may initiate the appeal process by notifying the district gifted and talented coordinator. The appellant will then meet with the building administrator and the gifted and talented coordinator in a timely manner to review data and introduce additional information before further course of action is decided and a decision is implemented. The superintendent will be part of the appeal process and make a final decision. Parents will be notified of the final decision through written communication.



Teachers, parents, and students may exercise their right of appeal at any time in gifted education. Information posted on GATE website.

Future Steps:

Maintain current practices.

Post on GATE Website

Monitoring

Monitoring:

- AU Complies with all applicable state and federal laws and regulations regarding the program plan, identification, and special educational services for gifted students.
- AU monitors annual and comprehensive plans once monthly. Departmental targets are highly visible in GATE office.
- AU monitors annual enrollment and performance reports. Information is reviewed with all stakeholders and posted on website.
- AU is prepared to participate in the Colorado Gifted Education Review.
- AU participates will follow-up with activities to correct areas of non-compliance if next CGER reveals any. *The latest CGER visit showed no areas of non-compliance.

Future Steps:

Maintain and sustain current monitoring procedures to support gifted education program goals.