



## Administrative Unit

<b>Administrative Unit name:</b> Eagle Re 50, Eagle - 19010	<b>Region:</b> Northwest	
<b>Name of Gifted Education Director/Coordinator:</b> Jennifer Martinez	<b>Email:</b> jennifer.martinez@eagleschools.net	
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**Name of Superintendent:** Dr. Jason Glass

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 the identification process through a district wide letter, school newsletter posts, posts to the news board on the website, back to school nights in individual schools, information explained on our website under the identification tab, and the gifted education handbook posted on the website.

To educate parents and families about giftedness and parenting gifted students we hold back to school information nights addressing needs of students in school, specialist meet with parents of newly identified students and reach out to parents for annual advanced learning plan meeting. We conduct a parent night series in the spring of the school year and have a parent book club group that meets for eight weeks in the spring of each school year.

We inform families about how to be involved with the GT community through the parent night series and have a Gifted and Talented Advisory Council comprised of parents and other school stakeholders that meets four times a year. Parents are invited to attend this meeting via email invitation that is shared in both English and Spanish. We look to get at least one representative per school on the GTAC.

We communicate the programming options available to students matching their strength area and progress monitoring of goals through advanced learning plan meetings that occur twice a year during parent/teacher conferences, parent night series events, and all programming options are listed on our website. We strongly support parent input on strength and challenges of their child during advanced learning plan meetings (fall and/or spring meeting depending on timing of identification).



Information on concurrent enrollment is shared on our website and through the counseling office of each of our high schools. The counseling office is also how parents learn about involvement in career and college planning. We use Naviance to manage ICAPs. Parents are informed about ICAPs during the spring of eighth grade year. The secondary gifted education specialists, sets students up on the ICAP software in the spring of eighth grade and the gifted education instructional coach follows up with students throughout high school. Parents are notified of progress on ICAPs through emails generated from Naviance.

We do our best to provide all information in both English and Spanish. The handbook and all applications and procedural documents are in English and Spanish and are found on our website. We also schedule a translator to attend every parent night series meeting and specialist use translators to assist with the communication of advanced learning plans with the need is there.

We communicate ways parents and families can be involved in the community through news posts to our website, emails about community events and department meetings.

Handbooks/Mission/Beliefs, Identification, Advanced Learning Plans, Programming, News and Events/GTAC/newsletters and classroom websites, Resources: [ECS Gifted Education](#)

AU Target:

1. Streamline communication to parents via website and teachers websites.

## Definition of “Gifted Student”

Eagle County School District has chosen to adopt the Colorado Department of Education definition for giftedness:

State Definition. It is located in our handbook. The handbook can be found in both Spanish and English on our website. [ECS Gifted Education](#)

The Colorado definition for Gifted and Talented Students references the Rules for the Administration of the Exceptional Children’s Educational Act (1 CCR 301-8, Section 2220-R-8.01 et seq.)

"Gifted and talented children" means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under four 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 socioeconomic 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.

Gifted Education Mission: We ensure that our students are challenged to achieve their highest aptitude and that curriculum and learning opportunities are in line with their specific needs, interests, and abilities.

Strategic tactic statement: We provide tailored instruction for gifted and talented students through individualized programming.

AU Target:

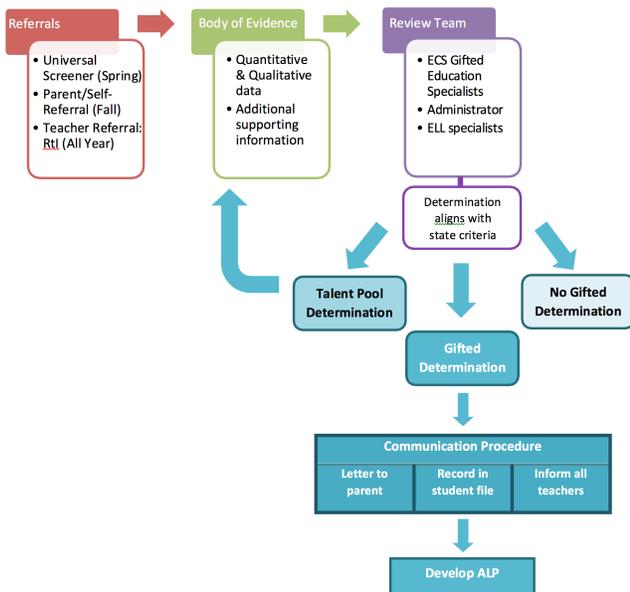
1. Continue professional development to all teachers and the areas of giftedness and characteristics and needs of gifted learners.



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

Eagle County Schools aligns with Colorado Department of Education Gifted and Talented guidelines for identification.

## Gifted Identification Procedure



## Identification



## Timeline

### Pathways for Referral Screening Pathway

ECS will conduct an ability-screening event in the spring of second and sixth grades. The screening will be conducted using the Naglieri Nonverbal Ability Test 3 (NNAT3), a non-language based ability test, to identify potential in children without regard to gender, ethnicity, language or race. One further purpose of the screening is to identify students who, for whatever reason, are not demonstrating advanced ability in the classroom setting. Students who score at the 95<sup>th</sup> percentile or higher in the screening test, or who attain a score in the top 5% of students at his/her school, will go on to a formal to create a body of evidence for possible gifted identification.

### Teacher Referral Pathway

ECS uses Response to Instruction to meet the needs of all students in the classroom. Some students need advanced interventions for their needs to be met. These interventions are put into place after teachers review classroom data, consult with the gifted education specialist, and discuss options with parents. In some cases, further intervention is needed and possible formal referral to the gifted



education program. When this is the case, in partnership with the gifted education specialist, a teacher completes a formal referral for further gifted testing.

### **Nomination Pathway**

During the second month of each school year, a two-week nomination window will allow families and students to nominate for gifted testing. The district accepts nomination applications from family members and students. An application can be found on the district website, <http://www.eagleschools.net/parents/gifted-education>, or in the school's office. Students nominated during the nomination window will have a formal referral to the program resulting in a complete body of evidence collected. The timeline on the identification process will start on the final day of the nomination window.

### **Body of Evidence**

Eagle County Schools collects a body of evidence (BOE) for review and identification into the gifted education program. A body of evidence considers intellectual, academic, and talent areas through use of multiple sources and types of data. It consists of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests. Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances.

### **Quantitative Measures**

- Norm-referenced test (e.g., cognitive and achievement)
- Criterion-referenced test (e.g., state assessment and curriculum based measures)

### **Qualitative Measures**

- Rubric
- Performance
- Observation
- Checklist
- Interview

### **Review Team**

Data in the body of evidence (BOE) is examined by a review team to determine if a student meets the criteria for gifted identification. All data is considered, and not meeting the criteria on a single assessment tool does not prevent further data collection or consideration for gifted identification. The Eagle County Schools BOE review team consists of gifted education specialists, a district administrator, and an English Language Learner specialist. The review team provides opportunity for input from all teachers working with the student and as well as from student's families. The review team examines the body of evidence and may make one or more of the following determinations:

- Move to formal gifted identification
- Identify student for a talent pool to collect additional data
- Determine data does not support identification at this time
- Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

### **Areas of Identification**

A variety of criteria are used to determine an area of gifted identification. Students may be identified in one of the following areas:

- General Intellectual Ability
- Specific Academic Aptitude (reading, writing, mathematics, science, social studies, world language)
- Specific Talent Aptitude (visual arts, performing arts, music, dance, psychomotor)
- Creative or Productive Thinking
- Leadership



## Talent Pool

The body of evidence for some students may not lead to formal gifted identification, but data may demonstrate the student should be included in a "talent pool." A talent pool is a group of students who demonstrate an advanced ability in a particular area, but at this time do not meet the criteria for gifted identification. Students within the talent pool receive appropriate programming options and/or interventions to address areas of strength or potential. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may or may not meet the criteria for gifted identification at a later date. Not all students will stay in the talent pool for the same amount of time.

## Portability & Transfer Students

Portability means that a student's identification in one or more categories of giftedness transfers to any district in the state of Colorado. Gifted programming must continue according to the receiving district's programming options. Portability of identification is a part of the student's permanent record and Advanced Learning Plan.

ECS process for reviewing students transferring into the district:

- Family contacts the school's office to notify gifted education department of their child's identification.
- Gifted education department contacts family to ensure receipt of all documents.
- Gifted education department reviews all documents and determines next steps according to student's needs.

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving district will review the student's records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification.

## Timeline for Portability & Transfer Reviews



## Identification Appeal Process

In the event that a parent or teacher feels that an error has been made in the identification process, appeals shall be made in the following order:

1. Teacher (for parent appeals)
2. Principal/building GT committee or student support team
3. Assistant Director of Exceptional Student Services
4. Director of Exceptional Student Services
5. Assistant Superintendent for Learning Services
6. Superintendent
7. Board of Trustees

AU Targets:

1. Work to identify students from underrepresented population in the county so GT demographics more closely mirror the demographics of the district.
2. Provide professional development to school RtI teams on how to use the process for GT identification.
3. Work to develop process for identification in the arts areas.



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## Advanced Learning Plan Content, Procedures and Responsibilities

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All ALPs are created and housed in Alpine Achievement.

Each plan includes:

- Student background information (age, date, school, etc)
- Student identification date
- Plan creation date
- Responsible teacher (general education teacher and gifted education specialist)
- Parent input on student strengths/interest
- Student input on strengths/interests
- Student area of identification and/or strength area
- Student academic or strength area goal
- Teacher input on goal and progress monitoring supports
- Academic programming supports needed for goal attainment
- Student affective goal
- Affective programming supports needed for goal attainment
- Progress toward goal achievement
- Goal review

AU Targets:

1. Professional Development to classroom teachers on how to use the ALP in the classroom to drive instruction for GT students.
2. Train and support general education teachers on the use of the ALP goal progress monitoring tool in K-8.

Advanced Learning Plans are created and reviewed on a cyclical basis. Students receive an initial ALP as soon as they are identified into our program. If the student identified is in high school, the student completes the advanced plan goals on their ICAP instead of getting an initial advanced learning plan. The ALP writing process consists of student reflection on strengths and challenges, the GT specialist review of student updated body of evidence, and updated input from parents on student strengths/interest. With support from the gifted education specialist and input from classroom teacher and teacher in the area of student strength, students write SMART goals in their area of strength based on standards that are taught in the classroom. These SMART goals are communicated with parents and teachers during an ALP meeting. At this time differentiation and accommodations are discussed according to the goals and the student needs. If parents are not able to make the meeting, they are given the plan and are asked to contact the gifted specialists with any additions to the plan or questions about the plan. SMART goals monitored with support from the specialist regularly throughout the year, and are reviewed on a semester basis through reflection. This reflection is communicated with the parents through goal reflection letters. If a goal is achieved, the student writes a new goal. At the end of the school year, the students review their progress and determine if they have met their goal(s). If they have, they work to create a new goal, if they have not, they reflect on what the next steps will be to achieve this goal the following school year. The process will begin again, with this goal review and a review of any additional evidence to the body of evidence.

AU Targets:

1. Continued professional development on writing SMART goals with students.
2. Continued work on implementing and monitoring the progress of SMART goals in the classroom by the general education teacher.



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## Programming

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### III: Program

The gifted and talented program was developed to ensure that our students are challenged to achieve their highest aptitude and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

#### Program Goals 2016-2020

**Goal 1:** Eagle County Schools will use non-verbal screening methods, ongoing formative assessment, parent / student self-referrals, and the Response to Intervention (Rtl) process to identify potential in students. Further testing will build a body of evidence to support proper identification. The district will make progress toward gifted identification being a reflection of district demographics.

**Goal 2:** Each school in the Eagle County Schools will review gifted programming options with opportunities for teachers to share best practices, continually review options in place and adjust yearly.

**Goal 3:** Eagle County Schools will build parent and community partnerships through increased communication and collaboration to enhance gifted services.

- ECS will hold parent meetings on topics of interest (ALPs, GT Programming, SENG, Building Transition Meetings).
- ECS will continue to work with Colorado Mountain College and other post-secondary entities to provide higher education opportunities for advanced learners.

**Goal 4:** Eagle County Schools will provide professional learning on the characteristics and needs of gifted students, differentiation, Rtl interventions and formative assessment for all staff. Educators that are involved in the gifted education program full-time will have or obtain their CDE GT Endorsement, attend the state or national conference, and participate in ongoing professional learning directly related to gifted. Schools will provide release time for gifted education specialists to collaborate.

**Goal 5:** A survey of gifted services will be conducted annually and will show increased satisfaction by students and parents. Teachers and administrators will be surveyed to measure their perceived level of support, needs, awareness, barriers and resources.

#### Programming Options

Eagle County Schools believes in tailored instruction for gifted and talented students. Each identified student has an Advanced Learning Plan (ALP). This plan outlines specific programming options to meet individual needs. These programming options could include, but are not limited to the following:

#### Strength-Based Learning

- Academic Aptitude
  - Reading, Writing, Math, Science, Social Studies
- Talent Aptitude
  - Visual and Performing Arts, Music, Sports (skiing), Leadership
- Flexible Grouping
  - School-wide Content Flooding
  - Classroom Differentiated Grouping

#### Project-Based Learning

- Elementary EAGLE: aligned to ECS curriculum frameworks or an independent study
- Middle School Exploratory: passion project-based learning

#### Content Acceleration

- Early Access (K-1)



- Single-Subject
- Grade Level
- Advanced Placement (AP)
- Dual Enrollment
- Content Compacting
  - Middle School: Advanced Classes
  - High School: Advanced Designation & Honors

#### **Social-Emotional Supports**

- Lunch bunch
- "Friends" group
- Mindfulness groups
- Middle School EDGE group
- Building/School transition support
- College/Career/Post-secondary planning

#### **International Baccalaureate**

Avon Elementary, Eagle Valley Elementary

#### **Multi-age/Competency Learning**

Brush Creek Elementary K-1

#### **Extracurricular Options (May include, but not limited to)**

- Battle of the Books
- Robotics Competitions
- Model UN
- Science Olympiad
- Writing Contests
- Art Contests
- Project Funway
- Local Outreach Partnerships

#### **Response to Instruction (RtI)**

In meeting the needs of gifted learners in the classroom, Eagle County Schools follows the Response to Intervention model for gifted programming as described by the Colorado Department of Education (CDE). All children receive core curriculum (Tier One) but because advanced learners may pick up this material more quickly or can demonstrate mastery of learning through pre-testing, they may need additional interventions (Tier Two). A few students may need extensive interventions (Tier Three).

- **Tier One:** Eagle County Schools follows a rigorous core curriculum that is aligned to the Colorado Academic Standards and includes competencies that refer to the important ideas or core processes central to a discipline, transfer to new situations, and have lasting value beyond the classroom.
- **Tier Two:** When students learn Tier One (core curriculum) material quickly or already demonstrate mastery of a concept, they may need additional challenge to expand their learning. The first level of intervention is a response to advanced learner needs.
- **Tier Three:** A few students will receive Tier Two enrichment interventions but still demonstrate a need for a faster pace or more complex learning environment. These students may need interventions that may include but are not limited to one or more of the following:



- **Grade-level Acceleration**—Advancing a child one or more entire grade levels to expose him/her to more advanced curriculum.
- **Single-Subject Acceleration**—Advancing a child in one or more subjects (advanced math classes, higher grade level reading groups, dual enrollment in college).
- **Independent Study**—A formal independent study allows a student to research an area of passion and work with experts in the field to deepen knowledge and understanding.
- **Internships**—Students are matched with an expert in and given an opportunity to learn more about a specific topic. This works best in conjunction with an independent study and may involve job shadowing.

AU Targets:

1. The district will specify programming for all areas of giftedness to include creativity, leadership, and visual/performing arts.

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## Evaluation and Accountability Procedures

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Eagle County School's gifted addendum goal is, "With a full continuum of tailored instruction, 90% of the students in the gifted education program will meet or exceed expectations by 2020, as measured by PARCC and CMAS." This goal is monitored this year by the achievement of identified gifted students on PARCC and CMAS. Next year the goal will be adjusted to reflect a growth goal instead of an achievement goal. As a strategic planning district, this goal guides all the work of the gifted education department. Dis-aggregated data is used to monitor student progress even though the large goal is a whole district goal. With the changes at the state level to how gifted identification is reported, and with the hope the CMAS and PARCC will further dis-aggregate data the SMART goal will be updated to reflect the dis-aggregated population of gifted students based on gender, race, socioeconomic data, and area of identification. Affective growth of students is monitored through the affective goal on student ALPs and through classroom surveys and reflections. The gifted education director reports out to the Board of Education, District Accountability and Advising Council, and district and school administration once a year. Parents are giving quarterly reports on the work of the department through Gifted and Talented Advisory Council and end of the year surveys are given to students, parents, teachers and administrators to help form the work of the department.

AU Targets:

1. Dis-aggregate PARCC and CMAS data by gifted identification.
2. Utilize yearly survey summaries as tools to develop and strengthen programming in each school in partnership with school leadership teams.
3. Measure student growth throughout the year using STAR for K-8 students

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## Personnel

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The District hires one full-time administrator to direct gifted programming. Additionally, the district employs five full-time elementary gifted specialists and one .5 specialist and each elementary is assigned 0.5 FTE and two full-time secondary specialists and one full time instructional coach. The group meets as a PLC two times per month. All gifted specialist either have the CDE gifted endorsement or are in the process of obtaining this endorsement.

The role of the secondary gifted education specialist:

- offer affective need support to students through EDGE groups
- support middle school GT elective teachers with curriculum and professional development
- serve as a bridge between counselors (ICAP) and student ALPs and classroom teachers



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- collaborate with teachers and students to create meaningful ALPs that address student needs and inform programming decisions
  - work with leadership teams to provide professional learning around meeting the needs of advanced learners through RtI
  - assist students in college and career planning
  - serve on the district committee to review student BOEs to determine gifted placement

The role of the elementary specialists is to:

- develop units of study (EAGLE) that are extensions of the district curriculum to add depth and complexity for gifted students
- teach EAGLE class
- act as a resource to assist teachers in differentiating for gifted students and Tier 2 students in the regular classroom
- coordinate progress monitoring of students in Tier 2 and identified gifted students
- serve on the district committee to review student BOEs to determine gifted placement
- coordinate with the regular classroom teacher, parents and student to create a meaningful ALP that reflects student strengths and informs programming decisions

Paras are not used in any instruction with GT students.

ECS partners with Colorado Mountain College in developing teachers. GT department participates in a differentiation course in educating new teachers on ways to meet the needs of advanced learners.

AU Targets;

1. Provide ongoing professional development and support to regular classroom teachers about the needs of gifted students
2. Continue the GT PLC to build leadership and coaching capacity within the group

## Budget

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Funding from CDE is directed to salary for dedicated gifted teachers that provide direct services to gifted students. The district contribution to salaries is over five times the amount of the state contribution. Plus the district generously funds professional development, contracted services and instructional materials so that the contributing funds from the district for gifted services is over seven times that of the state allotment. This emphasizes the priority the district has placed on gifted programming and its commitment to programming excellence.

AU Target/s:

1. Continue to fund gifted services at current levels or higher and effectively utilize funds to provide exemplary gifted services to students within the district.

## Reports

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UIP addendum is filed with the district UIP.

AU budget is on file with CDE and is reviewed yearly through the district budgeting process and strategic planning updates.

All GT demographic and identification data is managed through the district data management system of PowerSchool.

Identification numbers are help in the data management system as well as monitored and analyzed after each identification cycle throughout the year.

Percentage of students in AU identified: 8.23% as of 3/2017: See attachments

District employees 1.0 director that has an admin license, has a gifted endorsement, and has been working with gifted students for 9 years.



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## Record Keeping

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All financial records are kept in accordance with principles of governmental accounting and are available on the district website through our fiscal transparency documents. An inventory of all resources/equipment purchased are kept with the department office manager. **No state funds are used in the purchase of resources/equipment.** ALP documents are housed on Alpine Achievement and are part of the students permanent record.

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## Procedures for Disagreements

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### Identification Appeal Process

In the event that a parent or teacher feels that an error has been made in the identification process, appeals shall be made in the following order:

1. Teacher (for parent appeals)
2. Principal/building GT committee or student support team
3. Assistant Director of Exceptional Student Services
4. Director of Exceptional Student Services
5. Assistant Superintendent for Learning Services
6. Superintendent
7. Board of Trustees

### Acceleration Appeal Process

If the parent(s)/guardian(s) are not satisfied with the school's decision not to grant acceleration to their child, they may appeal the decision in the following order:

1. Director of Exceptional Student Services
2. Assistant Superintendent for Learning Services
3. Superintendent of Schools
4. Board of Education

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## Monitoring

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Eagle County Schools complies with all state and federal laws and regulations regarding the program plan, identification and special education services for gifted students. ALPs are written and reviewed twice a year and the gifted education program plan is reviewed yearly. The annual enrollment and performance reports are used for planning and accountability of the program. ECS is participating in a Colorado Gifted Education Review in 2016 and will participate in suggested follow-up activities.

AU Target:

1. Participate in suggested follow up activities based on CGER.