



Administrative Unit

Administrative Unit name: Elizabeth, Elbert C-1 - 19205	Region: Northeast	
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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

There has been very little communication with any stakeholders about gifted education over the last several years. This year there have been several communication processes put into place:

- Parent meeting to discuss identification, ALPs and programming options.
- Parents were invited to the regional event in Limon for information on gifted students by Adams Hartman.
- Letters were sent to parents regarding the universal screening at the elementary and middle school levels and ALP procedures and conferences.
- Six parents participated in the Gifted Education Collaborative Council.
- Stakeholders opinions were solicited about gifted education through a survey.

Concurrent enrollment and college and career planning information is provided to parents during registration for high school and annual college planning nights. Students meet with their assigned counselor annually to review their 4-year high school Individual Career and Academic Plan (ICAP) that includes college and career planning and is stored on College in Colorado.

The district has a very small population of non English Language students and parents. Interpreters will be provided upon request at meetings.

The district conducted a stakeholder survey in January of 2016. In February of 2016 the Gifted Education Collaborative Council was created to review the survey results and make recommendations for the Elizabeth School District’s 2016-20 Gifted Education Program Plan. Council members included teachers from both elementary schools, the middle and high schools; elementary, middle school and



high school parents, middle and high school students; and the middle school principal along with the director and coordinator of gifted education for the district.

Results of stakeholder surveys on communication show:

- Parents, students and teachers do not understand the identification process.
- Communication, creation, implementation and monitoring of ALPs is rare to nonexistent in the district.
- Programming options are not communicated well to parents.
- Gifted student achievement is not communicated well to teachers, students or parents.
- No clear transition plan is in place when students move from building to building.

TARGETS

2016-17:

- Create individual handbooks for parents, teachers and students that cover characteristics, definition, identification, advanced learning plans, programming and resources.
- Create a guidebook for school gifted education liaisons that outlines specific responsibilities.
- Add a gifted education page to the district website to post these handbooks and supporting documents.
- Create, post and disseminate a district gifted education calendar for all stakeholders.
- Create, communicate and implement a transition plan from building to building.

2016-18:

- Study, choose and make operational an electronic platform at all grade levels for communicating with parents, students and teachers about achievement data and ALP progress monitoring.

Definition of “Gifted Student”

The district uses the state definition for gifted education:

"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.

Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic and 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, music and psychomotor abilities

The definition has served as the basis for the implementation of programming elements in the academic aptitudes of math and language arts. As the district improves upon its identification procedures, expansion of academic and talent aptitudes will extend the scope of the district's services.

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



New guidelines for portability are used for identifying gifted students. This includes four pathways to identification using criteria at the 95th percentile or above and/or exceptional/distinguished rating. Those who do not yet meet the criteria are placed in a talent pool where they are grouped with gifted students and receive the same instruction. Referrals can come from teachers, students, parents and community members. The timeline for identification following referral and/or universal screening has been very lax. Meeting that 30-day timeline is a target, as is establishing a procedure and timeline for review of new students' ALPs within 45 days of enrollment.

The identification process begins with a referral that may come from a variety of sources such as:

- Universal Screening at second and sixth grades using the Cognitive Abilities Test (CogAT)
- Parent, teacher or student referrals
- Achievement measures (MAPP, PARCC, CMAS)
- Behavioral observations (SIGS, GES, *Arts Talent ID Nomination Form*)
- Performance indicators

Once a student has been referred for gifted identification, a body of evidence is collected that includes quantitative and qualitative data. Criteria for identification usually requires three qualifying pieces of data that meet the state criteria of 95th percentile or higher on a norm referenced approved measurement tool or an advanced or distinguished level on a criterion referenced approved measurement tool or performance rubric.

Identification is determined by a team of educators who have been trained in the gifted identification process, procedures and criteria. Once the process is completed, students, parents and teachers are notified. Students who have a body of evidence that partially meets required criteria may be placed in a talent pool for further consideration over time.

Assessments

- CogAT-7 is the cognitive assessment used for those students referred for identification and through the second and sixth-grade universal screenings
- Academic Aptitude is measured predominantly using the state assessment and NWEA MAP data. In addition both the TERA and TEMA are available for language arts and math.
- Observation Scales include the parent and school versions of the Scales for Identifying Gifted Students (SIGS), the Gifted Evaluation Scale (GES) for teachers and the *Arts Talent ID Indicators of Potential Talent Observation Rating Scale (Joanne Haroutounian, PhD.)*
- Performance rubrics are in place for talent areas: *Arts Talent ID Portfolio Assessment Form (Joanne Haroutounian, PhD.)*

The district identification review team consists of the gifted education liaison at each building and the district gifted education coordinator. Liaisons also meet with individual teachers to get input on specific students. A determination letter is sent to parents of identified gifted students and talent pool students. A student profile is created during the identification process that is housed in the student's cumulative folder and is uploaded to Alpine. The profile describes how the student was identified to ensure portability from one district to the next.

Students identified as gifted, who transfer into the Elizabeth School District keep that identification, if the transferring school provides a complete qualifying body of evidence. If not, the school and parent are notified within 45 days to collect more data. If there is not enough qualifying data, the student is put into the talent pool and receives gifted instruction over time, if appropriate, while more qualifying data is collected. When a full body of evidence is collected, an ALP is written. When a gifted student from Elizabeth transfers to another district, the student's most recent ALP and identification profile form are sent to the new district.

2016-17

- Create a district gifted education calendar with dates for universal screenings, identification process deadlines and creations of ALPs.

2016-18



- Hold meetings with visual and performing arts teachers in the district to educate and familiarize them with the identification procedures and tool kits that support the process. Collaborate to determine district procedures for identification, ALPs and programming in those areas.

Advanced Learning Plan Content, Procedures and Responsibilities

The 2015-16 school year was the first time classroom teachers were in charge of writing ALP goals for gifted students in elementary and middle school. Prior to that time ALPs were written by the gifted resource teacher at the elementary level and by counselors, principals and gifted liaisons at the secondary level.

ALPs were written to match a student's area of academic strength. For the most part, academic goals were written for students with math and language arts aptitude. At the elementary and middle school levels language arts goals were based on selected grade level standards within a menu of choices. Math goals were based on state mathematical practices standards. Affective goals were based on the NAGC standard for personal competency using the 16 Habits of Mind.

High school goals were more student directed.

Parents see the ALP, usually at parent teacher conferences, where they write a section on how they will support their child in achieving his or her goal.

At the end of the school year, building liaisons meet to exchange information and lists of identified and talent pool students.

CONTENT TARGETS

The following targets are based on data collected from the program evaluation survey and collaborative planning by the Gifted Education Collaborative Council.

Elementary Level:

- More flexible goals based on students' interests.
- Include parents more in the writing and monitoring process
- Educate students and parents about academic and affective standards

Middle School Level:

- Student directed and written goals
- Expand goals to include college and career planning
- Parents provide input and are able to monitor their child's progress
- Educate students and parents about academic and affective standards

High School Level

- Student directed and written goals
- Expand goals to include college and career planning and Career and Technical Education standards
- Parents provide input as requested and/or necessary
- Educate students about academic, affective and Career and Technical Education standards

Beginning in the 2015-16 school year the following ALP practices were put into place at the elementary and middle school levels:

- ALPs were written in collaboration with the classroom teacher, student, parent and building gifted liaison, if necessary. A letter and informational packet were sent to parents regarding affective goals that were based on the 16 Habits of Mind as they relate to NAGC standards for personal competency. Students were asked to take a Habits of Mind survey at home and to determine, with their parents help, what habits they wanted to work on for the year. The survey and selected habits were returned to the classroom teacher, after which a student teacher conference was held to write both affective and academic goals. Academic goals in language arts



were based on selected standards that allowed for student interests and choice of products. A choice menu was provided for students to create their goals. Math goals were based on the mathematical practice standards and were chosen based on a student self-evaluation of proficiency. Once completed the ALP document was sent home for parental revisions and/or a signature.

Student, teacher and parent were asked to record on the ALP their responsibilities in the student's goal attainment. Once returned, a copy of the ALP was placed in the student's cumulative folder and another copy given to the building gifted liaison for entry into Alpine. Progress monitoring occurs throughout the year and a final conference/presentation will determine if the goal was reached.

- At the high school, the gifted liaison worked to meet with each gifted student and assist them in writing their ALP goals. This was not that successful due to the liaison having to meet with students during the teacher's planning time and before or after school. Students' schedules were also too hectic and a sense of apathy about their ALPS, based on past experiences, left the students unmotivated to write a current ALP.

TARGETS FOR PROCEDURES

ALP Procedures Targets	2016-17	2017-18	2018-19	2019-20
Institute an elementary level parent night at the beginning of the school year where students and parents write goals with classroom teacher assistance.	x	x	x	x
Institute a middle school level parent information night at the beginning of the school year to inform parents about the ALP process and their role in it.	x	x	x	x
Group students at the secondary level in the same homeroom/advisory class to assist with ALP goal writing and understanding standards.	x	x	x	x
Research and determine a better electronic platform for ALP storage and progress monitoring that teachers, students and parents can easily access.	x			
Implement better electronic platform for ALP		x	x	x
Establish district dates for ALP writing, progress monitoring and goal attainment that is on the gifted education calendar.	x	x	x	x

Programming

The majority of gifted students are identified in language arts and math. Little differentiation has been provided at the elementary level since the pullout teacher position was eliminated two years ago. The middle school offers an honors class in language arts, but there are few differences between those classes and the regular language arts classes. A very few students have been accelerated in language arts. Math acceleration is the main form of differentiation for gifted students identified with that academic aptitude. They are allowed to take classes one or more grades ahead and attend the high school for several of those classes. There is no evidence that gifted students have been receiving any kind of affective education specific to their unique needs. The district offered a summer STEAM Camp for gifted elementary students in 2015 and hopes to make that an annual program. Students in grades 3-6 participated in the Northeast and East Central BOCES Ultimate Celebration in November 2015. Secondary students were invited to attend the same type of event, Ultimate Scavenger Hunt, in May 2016. High school students attended Legislative Day in February 2016 for the first time.



The district conducted a stakeholder survey in January of 2016. In February of 2016 the Gifted Education Collaborative Council was created to review the survey results and make recommendations for the Elizabeth School District’s 2016-20 Gifted Education Program Plan. Council members included teachers from both elementary schools, the middle and high schools; elementary, middle school and high school parents, middle and high school students; and the middle school principal along with the director and coordinator of gifted education for the district.

Results of stakeholder surveys on programming show:

- Elementary students have very few gifted programming options
- Parents want more say in middle and high school scheduling of classes
- More differentiation for gifted students is needed at all levels.

TARGETS:

Elementary Programming	2016-17	2017-18	2018-19	2019-20
Group elementary students by ability for math and language arts.	x	x	x	x
Provide time in the schedule for the gifted education liaison or school counselor to address affective issues with gifted students weekly.		x	x	x
Differentiate in language arts and math using the William and Mary language arts units and M3 problem-based math materials purchased in 2015.	x	x	x	x
Differentiate in all subjects using Depth and Complexity prompts.	x	x	x	x
Send letters home about the Western Academic Talent Search to all 4 th and 5 th grade students who score 95 th percentile or higher on fall MAP tests or Exceeds on CMAS or PARCC results from the previous spring.	x	x	x	x
Collect information from students and parents on enrichment and extension options beginning with a student interest survey and then a parent survey for sponsors. Schedule training for sponsors.	x			
Implement two enrichment/extensions for students.		x	x	x
Implement two additional enrichment/extensions for students.			x	x
Train teachers in the use of Envision independent study materials. Create a schedule that allows for independent study time weekly.		x	x	x
Middle School Programming	2016-17	2017-18	2018-19	2019-20
Group gifted students together in the same home room or advisory class for affective education, college and career planning and ALP goal writing and monitoring	x	x	x	x
Flex schedules and consider 5-7-year plans for advanced course scheduling.	x	x	x	x
Send letters home about the Western Academic Talent Search to all 6 th -8 th grade students who score 95 th percentile or higher on fall MAP tests or Exceeds on CMAS or PARCC results from the previous spring.	x	x	x	x
Differentiate at the middle school in language arts by using the William and Mary language arts units and depth and complexity prompts. Use MAP RIT scores to group students within the	x	x	x	x



honors class by the advanced skills they are ready to learn.				
Collect information from gifted middle school students on the types of clubs or specialized programs they would like offered. Survey teachers and parents for interested sponsors.	x			
Implement two new clubs or specialized programs based on student interests.		x	x	x
Implement two additional clubs or specialized programs based on student interests.			x	x
Differentiate in science and social studies using the William and Mary problem-solving units.		x	x	x

High School Programming	2016-17	2017-18	2018-19	2019-20
Assign all gifted students to one designated counselor that is well informed on college scholarships, deadlines, in and out of state admissions policies, etc.	x	x	x	x
Create a gifted seminar class within the weekly schedule.	x	x	x	x
Group gifted students together in the same home room or advisory class for affective education, college and career planning and ALP goal writing and monitoring.	x	x	x	x
Flex schedules and consider four-year plans for advanced course scheduling.	x	x	x	x
Educate teachers on extension opportunities for students in various content areas.	x	x	x	x
Study and prepare budget for additional concurrent enrollment options for gifted students on site at the high school or college campus and online.	x			
Offer at least one concurrent enrollment class in math and language arts.		x	x	x
Add one additional concurrent enrollment option in language arts and math plus a class in two additional content areas.			x	x
Total concurrent enrollment options to include: <ul style="list-style-type: none"> • Three language arts and three math classes • Four classes from various content areas 				x
Increase rigor in College Prep classes and/or create test for students to "test-out" of the class and move on to AP or concurrent enrollment classes	x			
Offer "test-out" option for College Prep classes.		x	x	x
Form a committee to research options for high school capstone requirements for gifted students.	x			
Continue work towards capstone project.		x		
Implement capstone project.			x	x

Evaluation and Accountability Procedures



Program Evaluation

During the 2015-16 school-year feedback on gifted education was solicited through a survey of parents, students, and teachers. The results of those surveys were analyzed by a newly formed Gifted Education Collaborative Council with members from the same stakeholder groups. The results of that council's findings were used to create the comprehensive Program Plan timeline for Communication and parent and student engagement; Advanced Learning Plans and Programming elements.

Achievement Data

Approximately 50% of the identified gifted population in the district took the PARCC test in 2015 and 2016. State participation rate data shows the Elizabeth School District to have the lowest participation rate of any Administrative Unit (AU) in the state.

Such low participation rates prevent accurate statistical reporting on the achievement and growth of the district's gifted population by grade levels (elementary, middle and high school). Numbers are high enough at the district level, however to report achievement data for English Language Arts (ELA) and Math. As a district, the number of gifted students who exceeded expectations in ELA went from 25% in 2015 to 19% in 2016. In comparison, the percentage of students from the district's general population who exceeded expectations in ELA was 4% in both years.

State data shows that 30% of the general gifted population exceeded expectations in ELA, while only 19% of the the Elizabeth School District's gifted population exceeded ELA expectations on the 2016 assessment.

As a district, the number of gifted students who exceeded expectations in Math stayed at 25% both years, while the general populations remained at 2% over the same time period.

State data shows that 20% of the general gifted population exceeded expectations in ELA, and 25% of the same district population in the Elizabeth School district exceed ELA expectations on the 2016 assessment.

Goals for gifted student achievement can be found on the district's Unified Improvement Plan Gifted Addendum.

2016-18

- For the next four years the district will solicit feedback from selected stakeholder groups to determine whether the district is moving toward its targets.

Personnel

The district has hired a qualified person to oversee gifted programming on a part-time basis. There is a designated teacher at each school that receives a stipend to be the gifted education liaison.

Liaisons meet with the district coordinator for training on identification and ALPs. They serve on the identification team and oversee ALP procedures in their buildings. Many also teach groups of gifted students and plan field trips. Highly qualified classroom teachers are responsible for direct instruction of all students, including gifted. Paraprofessionals do not teach gifted students. Professional development is organized and/or provided by the district coordinator, the main focus of which has been district-wide depth and complexity training. The district does not have a relationship with a university or college that can provide gifted education professional development.

The coordinator is also responsible for facilitating any collaborative efforts in writing state reports. .

Target

2016-20

- Provide four years of training, coaching and implementation on depth and complexity as outlined in the district's Gifted UIP Addendum.



Budget

The AU budget plan is submitted on time.

State funds are used for:

- A portion of the district's gifted coordinator's salary
- Stipends for building liaisons and summer gifted STEAM program teachers
- Materials for depth and complexity and STEAM program

Regional grant funds are used for:

- Professional development costs for depth and complexity, Project M3 Math, and Advanced reading strategies including William and Mary curriculum
- Registration for CAG/T for liaisons

Universal screening and qualified personnel grant funds are used for:

- A portion of the district's gifted coordinator's half-time salary

District general funds are used for:

- Substitutes for professional development of teachers and liaisons
- Additional depth and complexity materials
- Universal screening CogAT tests for grades 2 and 6

Targets

2016-15

- Develop a budget that supports sustainable programming for gifted students.

Reports

The district has all required documents on file with the state. The director of special services and the gifted education coordinator have access to the ESSU Data Management System where they will begin to submit required reports and upload supporting documents.

Targets:

2016-20

- Submit all required documents through DMS
- Upload supporting documents so they will be ready for the next C-GER Review

Record Keeping

Financial records are kept in accordance with principles of governmental accounting. The district has not purchased any equipment with gifted education funds so there is not inventory at this time.

ALP documents are part of the student's cumulative record. ALPs are now stored on Alpine in accordance with current state law and FERPA regulations protecting the privacy interests of students. Gifted students' records are maintained, retained and destroyed consistent with district policy.

Targets:

2016-17

- As determined by the Gifted Education Collaborative Council, the district will investigate a more user friendly and collaborative platform to house and communicate about ALPs than the current Alpine system that does not allow students and parents access to the document or progress monitoring of goals.

2017-18

- Implement a new collaborative platform to house and communicate about ALPs.



Procedures for Disagreements

- The Elizabeth School District Board of Education has a [policy for parents to express their concerns and complaints](#) about teaching methods, activities and presentation. This policy also applies to procedures related to gifted education.

Monitoring

The AU is in compliance with all monitoring procedures. As per the report section of this plan, the AU is using DMS to submit reports and upload supporting documents in preparation for the next C-GER. The Elizabeth School District went through the Colorado Gifted Education Review process in 2015.

The review team designated two areas of improvement: Identification and Personnel. The following activities were initiated to correct those areas of non-compliance.

Identification

- Review teams were instituted at all buildings to identify gifted students. Teams consist of the district gifted coordinator, building gifted liaisons and classroom teachers. At this time 4% of the district's population is identified as gifted. The district anticipates an increase in that number as we closely monitor and program for talent pool students and continue implementing the four pathways to identification aligned with portability laws.

Personnel

The district has put into place an annual plan for training teachers in effective instructional practices using depth and complexity. Middle school language arts and math teachers have also received training in analysis of gifted student achievement data using NWEA MAP RIT bands.

- Gifted education liaisons attended the CAG/T Conference in 2015. They also received the state identification training. All teachers in the district have received level 1 depth and complexity training through JTaylor Education. Selected teachers from each building attended the level 2 training. Elementary and middle school advanced language arts teachers have received some training in the William and Mary curriculum. These trainings will continue on an annual basis.
- District gifted personnel and administrators have reviewed Rules for the Administration of the Exception Children Education Act as it applies to gifted students in identification, advanced learning plans and programming. This is supported by the creation of gifted education handbooks for parents, teachers and students that include process and procedures for identification, ALPs and effective instructional practices.
- The rules for the Administration of the Exceptional Children Education Act have been reviewed by the district superintendent, principals and gifted education liaisons regarding identification, advanced learning plans, programming, achievement and reporting.