



Administrative Unit

Administrative Unit name: El Paso 38, Lewis-Palmer - 21085	Region: Pikes Peak	
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Name of Superintendent: Karen Brofft

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

INFORMATION FOR PARENTS ABOUT ACCESS TO IDENTIFICATION PROCEDURES: Identification procedures are clearly outlined and described on our LPSD Gifted Education website: "Departments-Gifted & Talented Education-LPSD Gifted Education Documents-Gifted Education Identification." The Gifted Education Team has access to LPSD website-"Gifted & Talented Education-Gifted Facilitator Docs" for standardized protocols for identification. Building Gifted Education facilitators use the Gifted Education Identification Matrices when meeting with parents. The AU website is easy to navigate with multiple resources for community and school personnel. The AU communicates in a variety of ways including email, phone calls, newsletters, brochures, parent meetings, and back-to-school events.

EDUCATE ABOUT GIFTEDNESS & PARENTING GIFTED STUDENTS: Each building has a gifted education facilitator to educate teachers, administrators, and parents about giftedness. Gifted Education facilitators at each building educate about giftedness during annual events to include ice cream socials and back to school nights. LPSD has a GELT-Gifted Education Leadership Team composed of stakeholders from each building to include parents, teachers, gifted facilitators, and administrators which meet four times a year and provides opportunities for parent engagement in the decision-making process. CAGT offers a PARENT INSTITUTE each year that we post on our website and share with our GELT. The LPSD Gifted Education web page has links to Gifted Education On-line resources and organizations that support the gifted student and family. An LPSD gifted education facilitator is



certified as a SENG trainer and will lead a Parent discussion group. The SENG parent group will meet for 6-8 consecutive weeks, using *A Parent's Guide to Gifted Children*. Invitations will be sent home to parents and a flier will be posted on the Gifted Education web page.

INVOLVEMENT & PROGRESS REPORTING: Parent Conferences occur during scheduled district conference days. District Calendar lists these scheduled conference days. The ALP conference process occurs during scheduled district conference days or when parents agree to meet and accept/decline gifted services.

PROGRAMMING OPTIONS TO MATCH STUDENT'S STRENGTHS & CHALLENGES: [LPSD Gifted and Talented Education Guide](#) lists programming opportunities for gifted students. The ALP/ICAP process includes individual student goals and programming.

CONCURRENT ENROLLMENT OPTIONS: Concurrent Enrollment Counselor is available at each high school and works with Gifted Education facilitator to meet student needs.

COLLEGE & CAREER PLANNING: District-wide College and Career Nights are held.

COMMUNICATION IN PRIMARY LANGUAGES OF AU: Written communication to parents is sent in the language of the parents as listed on the student registration: Currently in English and Spanish. Translation of other languages will be coordinated with the EL coordinator.

PARTICIPATION FOR PARENTS & FAMILIES MAY PARTICIPATE IN THE SCHOOL COMMUNITY: Parents are invited to participate in the community by accessing school websites, emails, event postings, a school-based BAAC committee, district-wide committees: DAAC, PTO, GELT, and various school-based volunteer opportunities to include Booster Club and after-school enrichment.

Definition of "Gifted Student"

AU DEFINITION IS THE SAME AS THE STATE DEFINITION: The definition of "gifted student" is written on the LPSD website under DEPARTMENTS-GIFTED & TALENTED EDUCATION. [LPSD Gifted Student Definition](#) The [LPSD Gifted and Talented Guide](#) are posted on our website providing information on the gifted student.

DEFINITION SERVES AS THE BASIS FOR IMPLEMENTATION OF ALL PROGRAM PLAN ELEMENTS: The definition of "gifted student" serves as the basis for gifted programming and is written on the LPSD gifted education website which is available to new teachers, parents, and stakeholders and is posted on our website providing information on programming and programming options.

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

ASSESSMENT PROCESS FOR GIFTED IDENTIFICATION

UNIVERSAL SCREENING: As a district, we use CogAT Form 7 assessments for all 3rd and 6th graders in October of each calendar year



TESTING: LPSD uses additional measures to assess intellectual ability, achievement, behavior characteristics, and demonstrated performance for giftedness

CogAT 7 (Cognitive Ability Test) assessments may be used at any grade level to screen exceptional ability/talent pool applicants

K-BIT 2 (Kaufman Brief Intelligence Test) measures verbal and nonverbal intelligence

GES-3 (Gifted Evaluation Scale) measures *Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, and Performing and Visual Arts*

NNAT-2 (Naglieri Nonverbal Ability Test) is a nonverbal, culturally neutral assessment of general ability

TOMAGS (Test of Mathematical Abilities for Gifted Students) measures student's ability to use mathematical reasoning and mathematical problem-solving

WISC (Wechsler Intelligence Scale for Children) is an individually administered intelligence test for children between the ages of 6 and 16 inclusive that can be completed without reading or writing

SIGS (Scales for Identifying Gifted Students) is a comprehensive observational instrument available for identifying gifted students ages 5-18. It is a standardized, norm-referenced instrument is completed by teachers or parents and provides an effective method for identifying gifted children

MAP (Measures of Academic Progress-NWEA) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual

Additional State or Nationally Normed Achievement &/or Cognitive Assessments
METHODS TO ENSURE EQUAL AND EQUITABLE ACCESS FOR ALL POPULATIONS

The CogAT 7 supports equitable access for EL students with a reduced language load

The K-Bit 2 supports students with fine-motor deficits

The MAPS (NWEA) Computer adaptive interim assessment of Reading, language usage, and mathematics (includes Spanish-language version of MAP Mathematics)

The Naglieri (NNAT3) is a culturally neutral assessment of general ability that is ideal for use with a diverse student population

REFERRALS FROM A VARIETY OF SOURCES AND SCREENING PROCEDURES: Referrals may be submitted by students, parents, teachers, and administrators to the Building Gifted Education Facilitator. Student data is monitored by Building Gifted Education Facilitators. A student may choose to submit a portfolio for evaluation.

TIMELINE: A body of evidence is gathered and programming may begin before formal identification by the Identification Review Team (IRT). Within 30 school days, parents will be notified in writing regarding the collection of identification documents and when the body of evidence will be



presented to the district IRT. The district IRT meets 3 times a year in the fall, winter, and spring to review the body of evidence to determine if criteria are met for gifted identification.

ASSESSMENTS THAT ALIGN WITH ALL DOMAINS OF GIFTEDNESS AND UNDERREPRESENTED POPULATIONS: The LPSD administers universal screening in multiple grades. The LPSD universally screens all 3rd and 6th graders using the Cognitive Abilities Test (CogAT) Form 7 in October of each year. The CogAT is used as a universal screener in multiple grades. The results of these tests are determined if the criteria for the Gifted Learner, Linguistically Diverse, or Twice Exceptional student meets the criteria on the Gifted Education Identification Matrix.

BODY OF EVIDENCE: The district has created a "Student Profile Data Sheet" that collects a body of evidence that is both qualitative and quantitative in three of the four areas that support the Identification Matrix. The Gifted Education Identification Matrices include Intellectual ability (multiple assessments as needed), achievement, behavior characteristics, and demonstrated performance (portfolio) and are included in the LPSD Gifted and Talented Guide which is posted on the LPSD GT website.

REVIEW TEAM PROCEDURE: The AU has an IRT (Identification Review Team) that includes the Director of Elementary Learning Services, Director of Secondary Learning Services, District Gifted Education Facilitator, and ALL Building Gifted Education Facilitators. The IRT meets three times per year to review the body of evidence collected for each student's gifted identification.

DETERMINATION LETTER: Letters have been created at the district level and are posted on our LPSD Gifted & Talented Education web page for easy access to building gifted education facilitators, standardizing district protocol. Letters are created in the parent's native language as needed. ID (Identification) Letter includes test scores and area of identified giftedness. Parents may accept or decline services for gifted by returning a copy of the signed determination letter.

COMMUNICATION PROCEDURE WITH PARENTS FOR ID AND ALP: Identification parent letter contains test scores. The ALP conference includes parent input as well as teacher and student collaboration. School site-specific invites are sent to parent for ALP conference meetings.

CATEGORIES OF GIFTEDNESS, 95TH PERCENTILE CRITERIA: The district uses the 95th percentile to determine exceptionality in intellectual ability and achievement as recommended by the state.

NOT MEETING CRITERIA ON SINGLE ASSESSMENT DOES NOT PREVENT FURTHER CONSIDERATION FOR ID: Students, who do not have a complete body of evidence and have partially met the criteria on the Gifted Education Identification Matrix, may be assessed using different testing instruments. Additional data continues to be collected, reviewed, and added to the body of evidence. When data collected matches the criteria on the Gifted Education Identification Matrix the student's body of evidence is reviewed by the IRT (Identification Review Team) for gifted identification.

CRITERIA FOR SCREENING ASSESSMENTS LESS THAN 95TH PERCENTILE FOR TALENT POOL: Students who do not meet the 95th percentile are placed on a talent pool watch list and appropriate programming is provided. Other criteria indicators are allowed for special populations.

STATEWIDE ID PROCEDURES FOR PORTABILITY: Military transfer students are accepted following the guidelines of The Interstate Compact on Educational Opportunity for Military Children. Parents are notified using the district parent letter. LPSD accepts student ALP records for transfer students



within Colorado and provides appropriate programming. Parents are notified using the district parent letter.

TRANSFER BODY OF EVIDENCE FOR ID AND ALP TO NEW DISTRICT: LPSD gifted education facilitators review the body of evidence for identification for any transfer student. Parents are notified with written communication.

BODY OF EVIDENCE INCOMPLETE, CONTACT FORMER DISTRICT, PARENT, STUDENT: LPSD gifted education facilitators contact the previous district for gifted identification documentation and assess the student to complete a body of evidence to determine programming.

REVIEW ALP WITHIN 45 DAYS OF ENROLLMENT AND COMMUNICATE WITH PARENT WITHIN 60 DAYS: LPSD gifted education facilitators review ALP for transfer students. Parents are notified with written/oral communication.

1A. TARGET: Objective: Seek regional technical assistance for support in gifted identification assessment. Timeline: Regional GERC provides on-going assistance throughout each school year to Lewis-Palmer Gifted Education personnel

1B. TARGETS: Schedule meetings with GERC as needed, GTE work-study team to review the state rules of gifted identification to create, revise, and update LPSD identification documents to ensure equal and equitable access for all students, Meet with Pikes Peak Regional GERC to review updated and new identification documents. Meetings with the GERC occur throughout the year during Professional Development and as requested

1C. TARGET evidence: Scheduled meetings with GERC as needed, Gifted Education team work-study PLC team reviewed the state rules of gifted identification to create, revise, and update LPSD identification documents to ensure equal and equitable access for all students, Qualitative data: monitor identification process and implementation, LPSD updated the new identification documents/process, Post Identification documents on GTE web page under Identification, Created LPSD Gifted & Talented Education Guide that includes identification procedures, Posted LPSD Gifted & Talented Education Guide to LPSD GTE web page

2A. TARGET Objective: Update current documents with guidelines provided to directors

2B. TARGETS: Schedule State CDE Gifted Education Consultant to provide LPSD Professional Development in the Talent Areas, District GTE TEAM to align district identification documents and website to state guidelines

2C. TARGET evidence: Formalized procedures for gifted identification in all areas, CDE Gifted Education Consultant provided LPSD Professional Development in the Talent Areas, Gifted Education team aligned district

3A. TARGET Objective: Provide access to identification in all areas of giftedness for all student groups in both academic and talent aptitudes

3B. TARGETS: Create an Infinite Campus demographics spreadsheet to show current students enrolled and identified gifted students at each school, Educate staff for referral for talent areas, Compile a list of willing experts in the field for support in the TALENT AREA, Create a process that will allow for experts in the field to participate in evaluation of portfolios and performance for gifted identification, Progress Monitor student data related to the body of evidence. Our district is participating in the Pikes Peak Regional Talent Identification Consortium process to support state aligned regional talent identification.



3C. TARGET evidence: Quantitative data: district demographics of identified gifted compared to disadvantaged populations, Increase the number of student groups identified in GTE in both academic and talent aptitudes, Professional Development on identification areas, Identification Experts for Talent Areas

Advanced Learning Plan Content, Procedures and Responsibilities

ALP IS DEVELOPED FOR EVERY GIFTED STUDENT: LPSD follows the state document to guide the ALP/ICAP process. An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff.

ALP IS CONSIDERED IN PLANNING FOR POST-SECONDARY READINESS: Yes, college and career planning are included in the ICAP/ALP process.

ALP IS BLENDED INTO ICAP: Yes, the ALP and ICAP are both housed in NAVIANCE and include achievement and affective goals.

ALP ARTICULATES TRANSITION PROCESS MOVING TO NEXT SCHOOLING LEVEL: School level transition meetings to discuss each student individually occur every spring. HARD FILES for each student are transitioned to the next school level by the Gifted Education Facilitators (ELEM to MS and MS to HS).

ALP INCLUDES A STUDENT PROFILE: Yes, the ALP includes student profile and a body of evidence.

ANNUAL, STANDARDS-ALIGNED ACHIEVEMENT GOALS DEVELOPED FOR STUDENT'S STRENGTH AREA(S): ALP goals are written, reviewed and updated for the student's area of strength each year.

AFFECTIVE GOALS REFLECT DEVELOPMENT OF PERSONAL, SOCIAL, COMMUNICATION, LEADERSHIP, AND/OR CULTURAL COMPETENCY: Affective goals are written, reviewed and updated for each identified gifted student in the ALP or ICAP/ALP. Advanced Learning Plans include student profile, background information, achievement and affective goals.

DESCRIPTION OF SUPPLEMENTAL CURRICULUM, ACTIVITIES, SPECIFIC STRATEGIES AND EXTENDED OR EXPANDED OPPORTUNITIES THAT SUPPORT GOALS: Gifted Education courses and programs exist at all levels to support the goals of our gifted students. LPSD Gifted and Talented Guide and websites list programming opportunities including enrichment and clubs.

PROGRESS REPORTS THAT ALIGN WITH THE AU'S SCHEDULE FOR PARENT-REPORTING AND/OR CONFERENCES ABOUT STUDENT PROGRESS: Building Gifted Education Facilitators schedule an annual ALP conference to report/discuss student progress. Progress monitoring occurs throughout the year and is reported to parents at the end of each grading period. Parents may access progress reports electronically through Infinite Campus at any time.

ALP DEVELOPMENT INCLUDES TEACHERS(S), STUDENT, PARENT AND SUPPORT STAFF AS APPROPRIATE: An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff. HS - ICAP/ALP created in NAVIANCE and ALPINE for each identified gifted student. MS and ELEM - ALP created in ALPINE for each identified gifted student.



PARENTS, TEACHERS, AND THE STUDENT ARE NOTIFIED ABOUT ALP DEVELOPMENT: Each Building Gifted Education Facilitator is responsible for the notification and facilitation of ALP (PK-8) and ALP/ICAP (HS) development.

CLASSROOM TEACHERS ARE FAMILIAR WITH AND SUPPORT ALP GOALS, AND/OR WRITE ALP MEASURABLE GOALS: Classroom teachers are included in the design of the ALP goals and receive a copy of the ALP to better support the gifted student. Teachers consult with the building gifted facilitator throughout the year to discuss student progress. They have access to the computer program ALPINE to view the ALP for an identified gifted student. Students are flagged gifted in Infinite Campus. **HARD FILE:** Additional information may be accessed in each student's gifted file. Building Gifted Education Facilitators provide Professional Development Staff Trainings on the gifted student and the ALP process. Gifted Education facilitators meet with teachers throughout the year and during PLC days.

GIFTED RESOURCE PERSONNEL MAY ASSIST WITH WRITING OF GOALS, BUT ARE NOT SOLE CUSTODIAN OF ALP: An ALP is created for/with/by every identified gifted student in their area of gift, with input from the gifted education facilitator, student, parent(s), teachers, and support staff. Each participant in the ALP process receives a copy of the ALP and is responsible for supporting the student's goals.

GOALS ARE WRITTEN AND ALIGNED WITH TIERED CLASSROOM INSTRUCTION AND SUPPLEMENTAL OR INTENSIVE PROGRAMMING: Elementary and middle school ALPs include sections to list support for differentiation, depth, content, higher order thinking, complexity, and evidence of success. Yes, the ALP contains goals in their area(s) of gift that aligns to programming.

STUDENTS ARE ACTIVE PARTICIPANTS IN THE ALP PROCESS: Students attend/give input at the annual ALP meeting. Students use NAVIANCE at the HS level to complete the ALP. Students are in charge of developing their ALPs at the high school level with guidance from counselors and gifted facilitators and input from parents. Advanced Learning Plans are integrated with ICAPs providing relevance to the high school students.

ALPS ARE MANAGED WITHIN THE SCHOOL CUMULATIVE RECORD SYSTEM AND ARE TRANSFERRED BETWEEN GRADES AND SCHOOL LEVELS: Gifted Education files are managed within the ALPINE record system. ALPINE is used to manage and house the student ALP, test scores, other pertinent information. Gifted Education Facilitators schedule transition meetings to discuss each student individually, every spring between levels. Hard files for each student are transitioned to the next school level.

EVIDENCE OF PARENT ENGAGEMENT IN THE ALP: ALP conferences are scheduled and parents are encouraged to attend. Parent signatures are included on the reports documenting that they have reviewed their student's ALP. Parents are given a website link to complete the LPSD Gifted and Talented Parent Survey on expectations related to communication, identification, and programming.

FUTURE STEPS: ALPINE is in the process of updating the ALP to include new areas of identification, standards-based academic and talent-based goals, standards-based affective goals, and progress monitoring.

Programming



The Administrative Unit Programming Details report has been completed and submitted in the DMS (Data Management System). This report describes gifted programming to include structure, differentiated instruction, affective guidance, career and college planning, content options, creativity, leadership, ARTS: Dance, Music, Theater, Visual Arts, and General Cognition.

COMPONENTS, OPTIONS, AND STRATEGIES ADDRESS THE EDUCATIONAL NEEDS OF GIFTED STUDENTS: Assessment Data drives instructional strategies based on the area of giftedness at each grade level to address the educational needs of gifted students. Programming options and strategies may include supplemental curriculum, differentiation, enrichment activities, independent studies, and/or extended or expanded learning opportunities

MATCHES THE STUDENT'S STRENGTH AREA(S) AND INTERESTS: The ALP document matches the student's strength area(s) and interests.

ALIGNS TO STUDENT'S DATA AND ALP GOALS: ALP document aligns to student's data and ALP goals.

IDENTIFIES THE TYPE OF DELIVERY BY WHICH STUDENTS ARE SERVED AT THE DIFFERENT SCHOOL LEVELS: Students are served by general classroom, resource location, small group, pullout, direct and extended instruction aligned to strength area. Secondary students are served by regular, honors, or advanced courses across the curriculum. Enrichment activities for gifted students provide challenging and interesting learning opportunities.

SUPPORTS DIFFERENTIATED INSTRUCTION AND METHODS: Students are supported by differentiated instruction and methods, acceleration, cluster grouping, higher order thinking skills. Courses provide differentiation.

PROVIDES AFFECTIVE AND GUIDANCE SUPPORT: Students are supported through the counseling department and various gifted education courses and groups at all levels. The High School Mind Works class is valued by students and staff, who appreciate the affective support. The High School Independent Study class provides opportunities for gifted students to pursue passion and interest areas that support social-emotional growth. High School Gifted Education Facilitator presents programming using a PowerPoint to explain programming and the ALP process.

PROVIDES DIVERSE CONTENT OPTIONS IN AREAS OF STRENGTH: Students have opportunities for acceleration, advanced courses, independent studies, internships, gifted courses. Secondary and upper elementary students are able to take accelerated and/or advanced classes in their area of identification.

PROGRAMMING IS ARTICULATED ACROSS GRADE LEVELS: LPSD #38 school program information PK-12 is articulated during transition meetings, gifted education facilitator meetings, vertical grade level meetings and PLCs which allow for collaboration of multiple grade levels.

PROVIDES PRE-COLLEGIATE AND/OR PRE-ADVANCED PLACEMENT SUPPORT: Support is a part of the ALP/ICAP 4 year plan. Coursework progresses each year, starting with freshman Honors classes, to prepare GT students for AP and college classes. Acceleration opportunities are provided to skip pre-requisite classes where appropriate. A 4-year course plan is kept in GT student files.

SUPPORTS THE COLLABORATIVE DEVELOPMENT OF THE ALP: Gifted Education facilitators collaborate with teachers, parents, and students to develop and review the ALP. Student and Parents fill out



"Advanced Learning Plan Background Information Survey" doc at Elementary level. The High School uses the correspondence between Gifted Education Facilitator and parents, teachers and staff documented in student GT files and grade level binders/PowerPoints (emails, meetings, phone conversations...) and ALP Recommendations in Gifted Education student file include those collaborations.

PROVIDES POST-SECONDARY OPTIONS TO STUDENTS: These are a part of the ALP/ICAP 4 year course plan. ALP Recommendations placed in Gifted Education student file. Options are presented at High School Gifted Education Grade Level Meetings and during counselor lead ICAP meetings. Gifted Education Courses also address post-secondary options. Options include but are not limited to concurrent enrollment through UCCS, Pikes Peak Community College, online college programs, AP courses, Vocational Tech programs, and internships.

PROVIDES CONCURRENT ENROLLMENT OPTIONS IF INDICATED IN ALP OR ICAP: Options included as part of the ALP/ICAP 4 year course plan and counseling support is provided. Options include but are not limited to concurrent enrollment through UCCS, Pikes Peak Community College, online college programs, AP courses, Vocational Tech programs, and internships. High school students may receive college credit through the options listed.

PROVIDES A PROBLEM-SOLVING PROCESS WHEN A GIFTED STUDENT IS UNDERACHIEVING: Rtl and MTSS teams are building specific. Buildings support collaboration between gifted facilitator, administration, counselor, and teacher.

Evaluation and Accountability Procedures

UNIFIED IMPROVEMENT PLAN FOR GIFTED STUDENTS IS MONITORED AND MEASURED AND ALIGNS WITH STATE ACCREDITATION PROCESS: LPSD UIP Gifted Education Addendum is created annually and turned into CDE in April. The UIP Gifted Education Addendum monitors and measures performance, learning progress, methods, student performance targets and action plan to meet the targets. The AU disaggregates gifted student data and evaluates trends over time. Gifted student data show high achievement and higher than average growth.

AFFECTIVE GROWTH IS MONITORED AND MEASURED TO ENSURE CONTINUAL DEVELOPMENT: Affective growth is monitored throughout the year and documented on the elementary report card through Academic Success Habits and Behaviors that Contribute to a Learning Community. Affective growth is monitored throughout the year and documented on the 6th-8th grade report card through Success Habits grades. In high school, student-generated strategies for monitoring affective goals are implemented during the ICAP/ALP process. LPSD provides opportunities to learn about the SENG-Social Emotional Needs of The Gifted so that affective growth is monitored and continues to develop. District purchased 3 SENG webinars for gifted education that will be used to support and understand the social-emotional needs of our gifted students. SENG Trained LPSD gifted education facilitator will offer SENG parent group meeting district-wide K-12.

GIFTED STUDENT ACHIEVEMENT AND GROWTH REPORTING ARE DISAGGREGATED: Performance, achievement, and growth for gifted students are disaggregated into groups: Grade level, Gender, Ethnicity, Free & Reduced Lunch, Areas of Giftedness, and Twice-exceptional. No additional target is needed as affective growth is monitored and measured to ensure continual development.



GIFTED PROGRAM SELF-EVALUATION INCLUDES PERIODIC FEEDBACK AND REVIEW FROM STAKEHOLDERS AND INFORMS STAKEHOLDERS OF THE METHODS FOR PROGRAM EVALUATION: An electronic survey is sent annually to parents as a part of the ALP process. The 4-Year Comprehensive Program Plan is reviewed and updated annually and shared with stakeholders. Periodic program evaluation feedback and reviews from stakeholders are received from the GELT (Gifted Education Leadership Team) and LPSD Gifted Education Facilitators.

1A. TARGET Objective: Conduct self-evaluation of the gifted program

1B. TARGETS: Periodic feedback from stakeholders, Review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, Impact of programming in achievement and progress for the individual gifted student

1C. TARGET evidence: DISTRICT GTE TEAM to support and implement targets, Qualitative survey of GTE facilitators, Survey of parents annually, Presentation of feedback gathered, UIP process for Gifted Education, Review baseline data, Disaggregate Quantitative data, Review data in December & May, Set goals based on feedback, On-going monitoring and transition during state assessment transition period, UIP Gifted Education Addendum, LPSD Comprehensive Program Plan

2A. TARGET Objective: Implement a process for monitoring and evaluating students' affective growth

2B. TARGETS: Research effective documentation for monitoring growth, Design a plan/process such as student surveys, student career and/or college plans, rubrics for personal journals and anecdotal data, Implement review annually, NAVIANCE for goals setting at HS level

2C. TARGET evidence: Methods of monitoring and measuring development of student affective growth, Collaboration with Pikes Peak Regional GERC, DISTRICT GTE TEAM to support and implement targets, Additional district /school support, NAVIANCE at the high school level

3A. TARGET Objective: Share evaluation and accountability results with stakeholders

3B. TARGETS: GELT, GTE, DAAC, BOE, District and School Administrators, Summary of information gathered and shared with stakeholders, Post information results on website, PIO (Public Information Officer), Identify stakeholders, Technology Support to implement target, DISTRICT GTE TEAM

3C. TARGET evidence: Results Document and posted meeting notes from public meetings

Personnel

DESCRIBE PERSONNEL RESPONSIBLE TO PROVIDE INSTRUCTION, COUNSELING AND COORDINATION OF PROGRAMMING FOR GIFTED STUDENTS: Every building has a gifted education facilitator that supports gifted identification, programming, and accountability for gifted student achievement and growth.

Each K-8 school has a dedicated gifted education facilitator who is responsible for ALP writing, monitoring, and differentiated instruction for gifted students. There is one gifted education facilitator that is responsible for the gifted programs at both high schools. Gifted education facilitators provide training to teachers in their individual schools.

A DESIGNATED PERSON WITHIN THE AU IS RESPONSIBLE FOR MANAGEMENT OF PROGRAM PLAN & GIFTED EDUCATION PROFESSIONAL DEVELOPMENT: The AU employs district-level leadership to oversee the gifted program. The Directors of Learning Services for Secondary and Elementary Gifted Education are responsible for managing the gifted education program at LPSD. The Gifted Education Comprehensive Program Plan is continually reviewed and updated to ensure that gifted student needs are being met. The district Gifted Education facilitator encourages participation of professional development opportunities in gifted education. Building Gifted Education facilitators at



each level are responsible for managing the gifted program plans and professional development for their building. Additional professional development opportunities are offered to Gifted Education facilitators, administrators, and teachers through the Pikes Peak Gifted Education Region, CAGT Conference, Beyond Giftedness, IDGE, NAGC, SENG.

A GOOD FAITH EFFORT BY THE AU IS MADE TO HAVE AT LEAST A HALF-TIME QUALIFIED PERSON MONITORING AND ADMINISTERING THE GIFTED PROGRAM AND EMPLOYING SUFFICIENT PERSONNEL FOR SUPPORTING GIFTED PROGRAMMING: The district gifted education facilitator is 0.5 FTE. This person supports gifted programming at the state, district, and building levels. Each PK-12 school building has a gifted education facilitator responsible for providing services for gifted students.

COLLABORATION WITH UNIVERSITIES AND COLLEGE SUPPORT WITH DEVELOPMENT OF QUALIFIED PERSONNEL: CDE, Colleges, and Universities continually contact the gifted education office offering professional development and college courses for gifted education certification and degrees. This information is sent in emails to principals and administrators as received. These professional development options are discussed during gifted education facilitator meetings.

PERSONNEL INSTRUCTING GIFTED STUDENTS IN THE CORE ACADEMIC AREAS MEET FEDERAL REQUIREMENTS FOR HIGHLY QUALIFIED TEACHERS: All of our full-time gifted education facilitators are highly qualified.

PARAPROFESSIONALS ARE NOT FUNDED WITH GIFTED GRANT FUNDS AND ARE NOT SOLE INSTRUCTIONAL PROVIDERS: Gifted grant funds do not support paraprofessionals nor are they the sole instructional provider. LPSD does not utilize paraprofessionals in the Gifted Education department.

PROFESSIONAL DEVELOPMENT SUPPORTS THE IMPROVEMENT AND ACQUISITION OF KNOWLEDGE RELATED TO THE NEEDS OF GIFTED STUDENTS:

LPSD Gifted Education facilitators and teachers attend CDE and Pikes Peak Regional Gifted Education Professional Development Trainings related to the improvement and acquisition of knowledge related to the needs of gifted students.

The MTSS team offers professional development to all LPSD staff annually, specifically called "Differentiation" during the Summer Academy, after school sessions, and school specific staff trainings. The District Gifted Education Facilitator and the EL Coordinator deliver this professional development as requested by the district.

The Director of Gifted Education provides new staff an overview presentation of LPSD Gifted Education during the August New Teacher Orientation.

Building Gifted Education Facilitators at each level are responsible for sharing PD (Professional Development) opportunities and providing gifted education guidelines and procedures required for identification and programming with their staff. Elementary Gifted Education Facilitators train the 3rd and 6th-grade teachers who administer the CogAT which is used for gifted universal screening.

The Middle School Gifted Education Facilitator trains teachers using ALPINE ACHIEVEMENT to understand the ALP. During GELT (Gifted Education Leadership Team) and Gifted Education Facilitator meetings upcoming and completed professional development opportunities for teachers, parents, and students are presented.



Budget

AN ANNUAL BUDGET PLAN IS SUBMITTED TO THE STATE WHICH REFLECTS: STATE FUNDING & AU CONTRIBUTING FUNDS: Each year, the annual budget is sent to CDE based on the amounts received from the Gifted Education Grant and the dedicated funds from LPSD that support gifted education.

The AU shows a commitment to provide gifted education services through allocating local resources in excess of state funding. A collaborative process is followed in budget development with the GELT (Gifted Education Leadership Team).

STATE FUNDS ARE USED TO SUPPORT: District Gifted Education Facilitator Salary--0.5 TOSA, additional part-time FTE gifted education facilitators, Professional Development and materials that support gifted programming.

AUs MAY CONTRACT WITH OTHER AUS TO ESTABLISH AND MAINTAIN GIFTED PROGRAMMING: LPSD does not contract with another AU for gifted education.

Reports

AU HAS A CURRENT ANNUAL PLAN THROUGH THE UIP GIFTED ADDENDUM ON FILE AT DEPARTMENT OF EDUCATION: The Administrative Unit has a current annual plan on file as part of the UIP Gifted Education Addendum. LPSD submits the District UIP with the Gifted Education Addendum to CDE each April. The UIP identifies gifted student achievement, instructional goals, growth, and reporting.

AU COMPLIES WITH THE REQUIREMENTS OF ACCREDITATION WITH REGARD TO GIFTED STUDENT ACHIEVEMENT, IDENTIFICATION OF DISPARITIES IN THE DATA, INSTRUCTIONAL GOALS, GROWTH, AND REPORTING: The LPSD meets all accreditation requirements and is accredited with distinction.

AU HAS A BUDGET PROPOSAL ON FILE AT DEPARTMENT OF EDUCATION: A budget proposal is on file at the Colorado Department of Education. LPSD submits the District budget proposal for Gifted Education to CDE in April.

ACCURATE RECORDS FOR THE DATA PIPELINE ANNUAL REPORTING OF GIFTED EDUCATION INCLUDE NUMBER OF IDENTIFIED STUDENTS BY: Grade level, Gender, Ethnicity, Free & Reduced Lunch, Areas of giftedness, Twice-exceptional, Preschool served through early access if applicable.

PERCENT OF STUDENTS IN AU IDENTIFIED; QUALIFIED PERSONNEL: Database specialist and D.A.C. submit all requested data in the Data Pipeline/CDE Data submission processes.

Record Keeping

FINANCIAL RECORDS ARE KEPT IN ACCORDANCE WITH PRINCIPLES OF GOVERNMENTAL ACCOUNTING: Financial records are kept by the LPSD financial assistant assigned to Gifted Education and administrative assistant for Director of Gifted Education. The district office maintains all financial records in accordance with state rules.

AN INVENTORY IS MAINTAINED OF ALL EQUIPMENT FOR WHICH FUNDS WERE RECEIVED: Gifted Education at the Middle School has Gifted Education support materials cataloged through the LPMS



library. All Gifted Education curriculum and support materials are used and housed by the gifted education facilitator at each LPSD school building. LPSD Administration storeroom houses all testing materials that are used to assess students for gifted identification.

ALP DOCUMENTS ARE PART OF THE STUDENT'S CUMULATIVE RECORD: Advanced Learning Plans are stored electronically in Alpine Achievement and NAVIANCE. ALP documents are written for each student identified gifted in LPSD. ALP documents are housed electronically in ALPINE ACHIEVEMENT. Hard copies of ALPs are stored in student files. ALP documents are provided for parents. ALP documents are electronic/paper for the parent/child ALP meeting. All assessments and body-of-evidence documents are filed in the gifted student's gifted education file and kept locked in the gifted facilitator's classroom/office.

INDIVIDUALLY IDENTIFIABLE RECORDS OF GIFTED AND TALENTED STUDENTS SHALL BE HELD TO BE CONFIDENTIAL AND PROTECTED: Individual records of the student's body-of-evidence are confidential and protected. Student assessment documents are printed off/compiled and filed in the gifted student's file, locked in the gifted facilitator's classroom/office.

GIFTED STUDENT EDUCATION RECORDS AND ALPS SHALL BE MAINTAINED, RETAINED AND DESTROYED CONSISTENT WITH THE ONGOING SYSTEM OF STUDENT RECORDKEEPING ESTABLISHED IN THE AU: Student Gifted Education records are kept in locked files in each building. The student Gifted Education records/files follow the student PK-12. The High School Gifted Education facilitator retains these records per district guidelines.

Procedures for Disagreements

PROCEDURES FOR RESOLVING DISAGREEMENTS WITH PARENTS/GUARDIANS, OR STUDENTS IN REGARD TO IDENTIFICATION, PROGRAMMING, AND ALPS: LPSD created the Gifted Education Appeals Procedures in order to resolve disagreements. When there's a disagreement about the identification of a student in Gifted Education, the parent has access to the document "[Procedures for Disagreements](#)". These procedures are followed by the LPSD Gifted Education department to address the concerns and disagreements of the parents/guardians, or student. The LPSD Gifted Education Appeal Procedures document is posted on the LPSD Gifted Education web page under LPSD Gifted Education District Documents.

Monitoring

AU COMPLIES WITH ALL APPLICABLE STATE AND FEDERAL LAWS AND REGULATIONS REGARDING THE PROGRAM PLAN, IDENTIFICATION AND SPECIAL EDUCATIONAL SERVICES FOR GIFTED STUDENTS: LPSD complies with all laws regarding the program plan, identification, and programming for our gifted students.

AU MONITORS ANNUAL AND COMPREHENSIVE PLANS: LPSD monitors and reviews the Program Plan annually and records accomplishments on the "LPSD TARGETS Gifted Education Program Plan" document.



AU MONITORS ANNUAL ENROLLMENT AND PERFORMANCE REPORTS: LPSD gathers data from state testing instruments to include enrollments and performance of specific, gifted identification categories. The LPSD UIP is submitted annually to CDE and houses this information.

AU IS PREPARED TO PARTICIPATE IN THE COLORADO GIFTED EDUCATION REVIEW: This document will verify compliance, describe evidence, and provide documentation of the LPSD Gifted Education Program.

AU PARTICIPATES IN FOLLOW-UP ACTIVITIES TO CORRECT AREAS OF NON-COMPLIANCE: LPSD UIP & Gifted Education Addendum provide opportunities to analyze the data and call out the strengths and challenges of our gifted students in their area of giftedness.

1A. TARGET Objective: Align identification procedures and provisions established for portability of identification across the state

1B. TARGETS: Create 2016-2020 Program Plan, Annual Review of Program Plan, Annual review of enrollment and student performance reports, Establish procedures /process for LPSD gifted identification in compliance with Colorado Identification laws and regulations, Review/revise identification procedures/process twice a year for 2 years, Review/revise identification procedures/process once a year, ongoing, Schedule meetings with GERC and CDE consultant as needed

1C. TARGET evidence: DISTRICT GTE TEAM, Technology Support, GERC, CDE Gifted Ed Consultant, Updated current documents with guidelines, Updated LPSD identification documents, LPSD 2016-2020 Program Plan, LPSD updated and new identification documents/process, Implement procedures for statewide portability of identification