



## Administrative Unit

<b>Administrative Unit Name:</b> El Paso 20, Academy - 21080	<b>Region:</b> Pikes Peak	
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<b>Submission Date:</b> 10/15/2016		

**Name of Superintendent:** Thomas Gregory

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

Academy District 20 continually updates the TAG website. During the 2019- 2020 school year the District 20 Communications Department will launch a completely new web page. Each school maintains a TAG page on their school’s website. TAG identification criteria is available at each site and on the general district TAG website. Parents have opportunities to learn about the nature and needs of gifted learners through the website school based parent meetings, and by participating in Pikes Peak Area Gifted Parent (PPAGS) events. Academy District 20 follows the Colorado Department of Education (CDE) identification criteria. Academy District 20 communicates with families in multiple ways. The website is maintained constantly with the most up to date information about identification, programming, extra curricular options, competitions and student opportunities.

Continuous improvement for gifted programming comes from the feedback received from the CDE Review (C-GER) process and internal program reviews conducted within Academy District 20. The Assistant Director for Learning Services is an adjunct member of the Colorado Gifted Advisory Committee (GSAC) and stays abreast of changes, at the state level, regarding gifted programs on a consistent basis.

Parents are encouraged to participate at the school and the district level on committees and in adult education programming. Academy District 20 has a TAG parent advisory group (PAC) which meets



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three times per school year with representation from all schools in the district. Parents serve for a maximum two-year term. Through the advisory committee, parents are informed about identification criteria and identification processes. Programming options for elementary, middle, and high school students are shared at advisory meetings. Parents are informed about changes proposed and made regarding TAG at the state and local level. Dual enrollment, college and career planning, and parent involvement are frequent topics discussed during advisory meetings. Concurrent enrollment options are shared regularly at PAC meetings, and available on the College and Career Services website.

Concurrent enrollment options are available at all levels and communicated on the district website, through the Office of College and Careers Services as well as through Parent Information Nights. High school college and career counselors assist students enrolling in post-secondary option courses. Programming through advanced language arts and advanced math is provided to match student learning needs at all levels. Progress toward ALP goal completion are reviewed twice annually with parents, and more frequently with classroom teachers and individual students.

Academy District 20 translates materials to more than 40 languages as needed. With the help of the community liaison and the ESL department, all families have access to information about TAG programming options.

Ongoing work in the following areas:

Academy District 20 launched several surveys during the 2018-2019 school year to solicit input from multiple stakeholder groups to include students, parents, teachers, and administrators. This is part of the four-year plan for improvement. Data is being analyzed as part of the continuous improvement process.

Over the next several years there will be multiple new ways to reach families. One area we are just starting to use is iMessenger, a feature of Infinite Campus, our student data management tool. Teachers of the Gifted and Talented create and maintain parent data bases at each site. The Assistant Director for Learning Services shares information with the site based teachers of the gifted and talented, and they in turn share the information through their school distribution lists.

During the 2019-2020 school year, Academy District 20 will work to improve the TAG FAQ section for the website. (A totally new webpage design is being launched by the Communication Department Summer 2019.) Ongoing work will continue with collaboration between the Office of Gifted & Talented Services and the Communication Department to meet community demands for finding gifted and talented information quickly and easily.

During the 2019-2020 school year, Academy District 20 will add a section to the website that explains policies related to Gifted and Talented programming.

## Definition of “Gifted Student”

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District 20 is in complete compliance with the definition for Gifted and Talented which matches the Colorado state definition.

"Gifted Children" means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their



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

Website Link for definition: <https://www.asd20.org/departments/ls/tag/Pages/CDE-Guidelines.aspx>

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

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All identified students in Academy District 20 have an electronically maintained Advanced Learning Plan (ALP) housed on the PLP platform within the Infinite Campus data management system.

Currently Academy District 20 follows a universal screening process using the Cognitive Abilities Test (CogAT) at third grade and sixth grade. All students in both third grade and sixth grade take the CogAT test. Students may be referred for TAG screening by parents, teachers, TAG facilitators, administrators, or the student themselves. All referrals are reviewed within 30 school days. Academy District 20 uses a variety of assessments that align with all domains of gifted identification. A body of evidence including quantitative and qualitative data is collected and reviewed by a site based team before a gifted identification is finalized. Once gifted identification is determined, a formal letter of gifted identification is sent to the parents of each student. The letter clearly states the area(s) where a student is identified. A copy of the letter is stored electronically as a scanned document in the student's ALP.

During the 2019-2020 school year The Classical Academy (TCA), a charter school of Academy District 20 will create a timeline for coming into compliance with gifted identification and ALP development.

During the 2019-2023 school years, TCA will submit a four year implementation plan to become fully compliant with ECEA rules and District 20 expectations for providing for the needs of gifted and talented students.

During the 2019- 2020 school year, an advisory group will gather to consider changes to the current CogAT and ITBS testing process. Considerations to be discussed:

1. Moving the CogAT testing window to the spring of second grade.
2. Moving from paper and pencil CogAT and ITBS administrations to a computer based administration.

ALP Development:

Parents are highly encouraged to be active participants in the ALP Goal creation process.



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Outside testing, from a licensed professional, is considered if it was administered within the last two academic years. Students transferring into Academy District 20 that have been identified or served in prior school districts are encouraged to bring copies of letters of determination and prior testing data.

Academy District 20 has a large military population. Academy District 20 follows the Guidelines of the Military Compact Agreement when determining gifted programming for the dependent children of active duty military members.

During the 2019-2020 school year Academy District 20 will provide training on the proper ways to identify gifted students in the area(s) of creativity.

Academy District 20 participates in and supports the Talent Identification in the Pikes Peak Region (TIPP) Days.

Academy District 20, as pointed out in the 2016 C-GER report, has considerable programming options in the arts, leadership, and creativity. Academy District 20 has adopted the CDE guidelines for identification in the areas of creativity, leadership, visual and performing arts, music, dance, and psycho motor ability.

During the 2019-2020 school year, Academy District 20 will continue to work on performance identification for performing arts and psycho motor abilities.

A Google Classroom course called, "Talent Identification" was developed during the 2018-2019 school year. It will be offered as an online course option in the 2019-2020 school year, and beyond, for classroom teachers.

## Advanced Learning Plan Content, Procedures and Responsibilities

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Every Academy District 20 identified gifted student has a current individualized ALP in their area(s) of strength. The ALP is reviewed and revised annually. Parents, students and teachers work cooperatively to write standards aligned goals that match student abilities and interests. The elementary ALPs are built electronically and maintained in the Infinite Campus system. Secondary students' ALPs are maintained within the Naviance ICAP system. ALP goals are maintained year to year and the ALP moves from school level to school level with the student as ongoing evidence of yearly progress.

All ALPs are written in SMART goal format and are aligned with Colorado State grade level academic standards. Parents, students, and TAG facilitators work cooperatively to write meaningful academic and affective goals for each identified TAG student. The affective goals are written to promote student self advocacy and post secondary readiness. ALP goals can be viewed by all assigned teachers and administrators in a school, based on their system viewing rights. Parents may sign ALPs electronically or in-person. The contents of a student's ALP can be electronically transferred or printed when a student moves to a new school within Colorado or to another state or country.

During the 2019-21 academic years, Academy District 20 will continue to work on standards aligned ALP goals for all identified students.

During the 2019-2020 academic year, students will be supported as they work to self monitor their ALP goals with more regularity.



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ALPs are written for and with each identified student at each school level. The assigned TAG resource teacher works with each student to develop individual and specific goals based on interests and areas of strength. Communication between home and school takes place in either face to face meetings or through email communication.

Each student has at least once academic goal and one affective goal. TAG teachers and students alike are responsible for communicating student ALP goals with classroom teachers. The goals, as well as the methods for measuring goal attainment, are communicated. Specific programming and delivery methods are clearly stated within each ALP.

During the 2017-2021 academic years, Academy District 20 will continue to work on standards aligned ALP goal development for all identified TAG students. Academy District 20 continues to explore differentiated programming options that meet the needs of the highly advanced TAG students through dual enrollments, subject advancement, and grade acceleration as needed.

During the 2019-2020 school year, all ALPs will be moved from the current COALP module within IC to the PLP module of IC. The data migration will take place in the summer of 2019 with continuous work during the 2019- 2020 school year.

## Programming

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As noted in the 2016 C-GER, "The district excels at providing a wide variety of programming opportunities that meet students' strengths and needs." and "TAG and classroom teachers work together to meet the needs of gifted students at all levels. This can include the creation of new clubs and enrichment opportunities based on student requests."

Academy District 20 is always looking for additional programming options that meet the changing needs and interests of our identified TAG students.

Academy District 20 offers advanced math and language arts classes at the elementary level. Robotics, chess and problem solving classes and clubs are available to students. Programming is site based and may differ by school site. The da Vinci Academy and Eagleview Middle School Academic Arts Academy are dedicated to learning through the arts.

Middle school advanced math offerings are available. Some sites have advanced language arts and Socratic seminar literature classes. Instrumental and vocal music and theater programs are available at all middle schools. A variety of clubs and exploratory classes are available for TAG students at all middle schools. Eagleview Middle School has a dedicated arts team, grades 6-8.

Academy District 20 has five comprehensive high schools with a wide variety of both Advanced Placement (AP) and International Baccalaureate (IB) course offerings. Post-secondary courses at the local Pikes Peak Community College and the University of Colorado at Colorado Springs, are offered to identified TAG students when they have exceeded the offerings of the high school courses. Students work with their college and careers counselors and College and Career Services to access these offerings.



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Underachieving identified TAG students are monitored on an ongoing basis. TAG facilitators work with the student and their family providing support. The site based MTSS team may become involved, as needed, to problem solve on behalf of a struggling student.

Currently, and for the next four years, the district is dedicated to the RULER program to support the social and emotional needs of all students. Additional and specific emphasis is placed on the teacher of the gifted students, providing professional training in the area of social and emotional learning. This is a focus for the Pikes Peak region and Academy District 20. Teachers are supported and encouraged to attend any and all trainings available.

During the 2019-2020 school year, District 20 will provide additional opportunities for service learning involving identified gifted learners, through mentor-ships, extern-ships, and job shadowing.

## Evaluation and Accountability Procedures

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Gifted and Talented Programs are included in the Academy District 20 Unified Improvement Plan (UIP) using the convergent approach.

Using the newly developed Academy District 20 Data Dashboard, teachers, school administrators and the Assistant Director for Learning Services will dis-aggregate student growth data for the gifted identified students. This is a relatively new tool and likely to prove very helpful in setting growth goals for students, cohorts of learners, and schools. The color bands allow the user to see students who are exceeding expectations, meeting expectations, approaching expectations or are below minimum expectations.

During the 2019-2020 school year, survey data will be used to drive program and process improvements.

During the 2019-2020 school year the Assistant Director for Learning Services will work with all middle school and high school principals and assistant principals to observe regular education classroom teachers and provide feedback on incorporating best practices for gifted learners. The feedback will be used as partial input for teacher evaluation.

Academy District 20 continues to exceed the state median growth percentile for identified gifted students and exceeds the non-identified grade peers in both language arts and math at all grade levels.

During the 2019-2020 school year the Assistant Director for Learning services will work with the legal department to draft a policy for Early Access. Early Access has been a practice in Academy District 20 for ten years. Currently no specific policy exists.

## Personnel

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Currently most Academy District 20 TAG teachers, are considered highly qualified. Most have the K-12 Colorado Gifted Endorsement, less than 5 do not. ALL teachers of the Gifted and Talented have passed the Gifted PRAXIS exam, as a minimum qualification and are seeking additional graduate level courses to meet the CDE requirements for endorsement.



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The TAG facilitators work directly with students, parents, and classroom teachers to modify curriculum bringing depth and complexity that matches each student's learning needs. The responsibility of the TAG facilitators includes direct teaching, counseling, and program coordination. Each school in Academy District 20 has at least one full time dedicated TAG facilitator.

The district level Assistant Director for Learning Services is highly qualified and carries the K-12 Colorado Gifted Endorsement, currently works under a professional administrator's license. The gifted administrator is responsible for ongoing professional development for TAG facilitators, administrators and regular classroom teachers. The gifted administrator is also responsible for writing, submitting, and overseeing the district gifted program plan and budget reporting.

Ongoing dialog occurs with local colleges and universities; Colorado College, The University of Colorado at Colorado Springs, and The University of Denver, to remain current with best practices in Gifted Education.

Academy District 20 supports professional learning for all teachers of the gifted through conferences, locally, in Colorado, and nationally. Teachers of the gifted may attend one day and multi-day training classes in a variety of areas that support the learning needs of their students. Through state and local funds, the teachers are supported when they avail themselves of these offerings.

## Budget

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Academy District 20 is on time and accurate with all budget reporting.

State funds are used to support student growth and learning through materials and salaries for highly qualified licensed personnel who serve the identified TAG students.

Professional development is a priority. Substitute teacher salaries and benefits are part of state funds to support teachers who are out of the classroom for additional professional learning.

Budget dollars are used to support field trips and hands on learning opportunities for TAG learners K - 12 with admission costs and transportation.

## Reports

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Academy District 20 is current on all state reports. The reports are on file and on time with CDE. Academy District 20 sets realistic attainable growth goals annually, as part of the District UIP.

Academy District 20 has a current annual program plan on file with CDE. Academy District 20 has a current annual budget plan on file with CDE.

Academy District 20 uses a collaborative input model to upload all required student data into the data pipeline. Student data is checked and verified annually for accuracy in reporting. Care is given to report all areas for consideration: number of students per grade level, gender, ethnicity, free or reduced lunch qualification, areas of gifted identification, twice exceptional identification, Early Access numbers, qualified personnel, and the proportionality of gifted identified students as compared to the dis-aggregated district population.



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During the 2019-2020 school year, ALP storage is moving from the COALP module to the PLP module within Infiite Campus.

During the 2019-2020 school year, Gifted and Talented will part of the UIP with specific TAG growth goals using the convergent approach.

During the 2019-2021 school years, the Assistant Director for Learning Services (Gifted lead) will work to ensure that the Academy District 20 Gifted Program information is complete and up to date on the district website and as reported through the data management system (DMS).

## Record Keeping

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Academy District 20 is in complete compliance in the area of record keeping. All reports have been filed with CDE on time for the past ten years.

Academy District 20 maintains both electronic and hard copies of all reports and budgets in accordance with the Colorado principles of governmental accounting. All school sites and the central administration for TAG maintain up to date inventories of materials and equipment purchased with state and local funds for TAG programming.

All ALPs are maintained electronically within secure student management systems, either Infinite Campus or the Naviance platform. Paper copies of ALPs are destroyed after the student graduates from high school. The electronic versions are maintained in our secure database system indefinitely.

During the 2019-2020 school year, ALP storage is moving from the COALP module to the PLP module within Infiite Campus.

During the 2019-2021 school years, Academy District 20 will adapt new record keeping procedures if changes are required and communicated from CDE.

During the 2019-2021 school years, Academy District 20 will change the specific areas for gifted identification from the current language arts, math, both, and other, to the fully expanded specific identification codes to include all academic areas and the areas of creativity and leadership.

## Procedures for Disagreements

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Academy District 20 has a broad dispute resolution policy, KE-R Public Concerns and Complaints Procedure, that is used in all cases of disputes brought by parents on behalf of a student. TAG programs use the district dispute resolution policy and does not have a separate dispute resolution process or policy. There are specific timelines within the policy that ensure parents are heard and written responses provided.

During the 2019-2020 school year, Academy District 20 will post the Dispute Resolution Policy to the Gifted Website: KE-R, Public Concerns and Complaints Procedure.

<http://www.boarddocs.com/co/asd20/Board.nsf/Public#>

## Monitoring

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Academy District 20 complies with all state laws and regulations regarding the Program Plan in the areas of identification and programming for identified TAG students. Academy District 20 annually reviews their Comprehensive Program Plan and Universal Improvement Plans. Academy District 20 annually reviews the performance data for all identified TAG learners individually and as a subgroup of the district population.

Academy District 20 has participated in two Colorado Gifted Education Review (CGER) reviews in the past eight years and will participate in another CGER review during the 2019 - 2020 school year.

Academy District 20 accepts input from CDE from the CGER review process and works to correct any areas of concern quickly.