



Administrative Unit

Administrative Unit name: Mesa - 39031	Region: West Central	
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Number of Districts within Administrative Unit: 3		
Member District	Superintendent Name	District Superintendent Signature
Mesa County Valley School District 51	Steve Schultz	
Plateau Valley School District	Greg Randall	
DeBeque School District	Alan Dillon	

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

Mesa County Valley SD 51 Description:

- Every fall, all parents are invited to a district presentation run by the Gifted Coordinator outlining identification and programming procedures. A handout is given naming the GT teacher or Liaison at every building, their schedule at that building, and an email address to reach them. It also includes the date, time, and location of a meeting specific to that school to outline specific information for that school including identification, programming, and questions regarding their student(s). Directions on where to find further information is also shared (website, contacts at schools, WCAGT, state/national resources, etc.).
- A texting/emailing service is used to communicate gifted workshops, opportunities, events, information, classes, camps, scholarships, upcoming procedures, etc. Any parent in the district can



sign up to receive these notifications. Information on how to sign up is given out at district and individual school presentations.

- Identification and programming information available on website.
 - Each GT Teacher provides parents with a schedule of when they will be available during parent teacher conferences. They communicate progress quarterly (at minimum) and involve parents in ALP writing.
 - Documents for updated Identification procedures developed, posted on newsletters, and presented to administrators and school psychologist during 2015-2016 school year. These groups and GT Teachers were encouraged to share the information with classroom teachers at their schools.
 - The scoring and reporting of CogAT testing results are aligned with school conferences.
 - Instructional Leadership Team presented with the findings of last CGER and asked to be involved in improvement timeline and goal setting.
 - D51 GT Parent Handbook available on website.
 - Partner with Center for Bright Kids to present Western Academic Talent Search and possible summer programs.
 - Parents are encouraged to join Western Colorado Association for Gifted and Talented (WCAGT). The D51 Gifted Department works with WCAGT to schedule, support, and advertise special speakers and workshops for parents, families, and students. These are also posted on WCAGT's website and Facebook page.
 - Parent and student lending library available in Gifted Office including topics like autism, perfectionism, affective support, college and career planning, creativity, family issues/support, growth mindset, assessment, identification, early childhood, secondary, mindfulness, twice exceptionality, homeschooling, technology, curiosity, biographies, etc.
 - Concurrent enrollment is available to high school students who meet the guidelines. Students work with their counselors to access options. High School Scholars earn dual credit for classes taken on their campus. Students also have the option to take classes at Colorado Mesa University or Western Colorado Community College. D51 will pay for a total of 2 courses (tuition only) per semester.
 - College and Career Planning is included in GT Curriculum at the elementary and middle school levels. High school students are involved in college and career planning through their ICAP. High schools provide opportunities and/or information regarding college and career planning information.
 - Some documents are provided in English and Spanish (native language spoken by majority of ELLs). Translation services, when available, are provided for the approximately 27 other languages in our district.
 - Gifted and Talented Advisory Committee (GTAC) includes parents, teachers, administration, and community members. This committee presents to the school board almost yearly and other parents are encouraged to attend. The bylaws, minutes, members, and meeting schedule are posted on the website.
 - Procedures for disagreements are posted on website and given to parents during Early Access testing.
 - A GT Department Accomplishments document is created monthly to share with GTAC, Gifted Teachers, and the Gifted Coordinator's evaluator.
 - D51 Foundation hosts a year-long, monthly class for community members to understand the complexity of public education. One month is dedicated to Special Student Populations where ESL, SPED, and GT Departments present an overview of the history, laws, programming, budget, personnel, and student numbers.
- Mesa County Valley SD 51 Targets
- Develop systematic way to report progress in elementary gifted pull-out classes.
 - Include progress monitoring for every goal on ALP (yearly at minimum).



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- Complete a report of Elementary Programming, by school (like MS Programming).
 - Update website, in a parent-friendly way, with new referral and identification procedures.
 - Translate all major documents into Spanish.
 - Develop a consistent, systemic method for all stakeholders to communicate needs regarding gifted program.
 - Provide presentation of gifted program components in an online presentation for continual communication and those that cannot attend in-person presentation.
 - Consistently share purpose and objectives for Gifted Learning Communities with administrators.
 - Post programming consistencies and options on district website.
 - Consistently provide parents with "Procedures for Disagreements" after a Review Team determination.
 - Include information and resources for supporting twice exceptional and underrepresented students on website.

Plateau Valley Description:

- We send letters to parents of students who are being tested for gifted identification.
- Parent handbook posted on our website.
- Send out announcements for special speakers, events, parent meetings, etc.
- Communicate out to parents and students about trip to Colorado colleges.
- Concurrent enrollment is available through online classes.
- Post specific programming options for each school on district website.

Plateau Valley Targets:

- Post announcements for special speakers, events, enrichment, summer opportunities, parent meetings, etc. on our website
- Formalize and implement methods to provide all stakeholders with access to current information about identification process and programming for gifted students; and methods for parental engagement in identification and programming.
- Include gifted as part of parent handbook.

DeBeque Description:

- Email families regarding programming (GT groups) and enrichment programs.
- Any enrichment or speaker opportunities in other districts are shared with families.
- Parent teacher conference and informal meetings are held with parents to update progress within GT groups.
- Gifted Students meet with Gifted Teacher monthly to discuss goals and progress. This time is also used to help build student self-advocacy.
- Gifted Teacher meets with each teacher at the beginning of the year to review each ALP. She checks in at least monthly to monitor progress.
- Staff works on ways to establish two way communication with parents. This specifically targets Parent and Family Involvement standards.
- Parent handbook (given in paper copies and on website) includes sections on how the gifted identification process works and an appeals process.
- Gifted Teacher in DeBeque is available for parents to refer students and review programming (even if not identified).
- Student programming, referrals, and identification are infused into the districts' regular RtI process.
- Parents are personally called/met with when a student is tested, referred, ALP reviewed, and/or identified gifted.
- Benchmark testing information is sent out three times a year.



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- Yearly reviews of ALPs are done through scheduled times to bring classroom teachers, parents, Gifted Teacher, and student together to review and set goals.
 - Parent teacher conferences are utilized for Gifted Teacher to meet with parents.
 - College courses (many different colleges are used) and many foreign languages offered online.
 - Concurrent enrollment offered through Colorado Mountain College.
 - College and career planning (including concurrent enrollment) is a teamed effort with counselor and Gifted Teacher. There is also a senior seminar to help plan for college and life after high school.
 - DeBeque's Promising Practice for Family Involvement Plan (developed with CDE) has taken standards for family engagement and are working as a team to improve areas within standards. Parents have become more involved in all aspects of district committees and involvement to improve.
- DeBeque Targets:
- Translate Notice of Meeting, Parent Consent Form and Advanced Learning Plan into Spanish.

Definition of "Gifted Student"

All three districts use the definition below as the basis for implementation of all other program plan elements.

"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 and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General Intellectual Ability
- Specific Academic Aptitude
- Creativity
- Leadership Abilities
- Visual Arts, Performing Arts, Musical or Psychomotor Abilities

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

Mesa County Valley SD 51 Description:

- All 3rd grade students (and any 4th or 5th graders that missed the assessment in 3rd grade) take the CogAT screener in the fall. These scores are used to determine further testing (often with CogAT, but sometimes with other cognitive assessments like WISC, UNIT, etc.).
- The scoring and reporting of CogAT testing results are aligned with school conferences.
- Middle school GT teachers gather qualitative and quantitative data to determine if cognitive testing is needed.
- Individual schools use their process for RtI or MTSS to determine students for Talent Pool and referrals for formal identification. Referrals can come from many different sources including parents, teachers, students, administration, and other adults that know the student. Our schools use data from the following to screen for possible referrals: CogAT, academic achievement tests (PARCC, CMAS, STAR, iReady, iStation, ACCESS, CELA, EXPLORE), observations, competitions, parent



meetings, questionnaires, Profiles for Creative Abilities (PCA), behavior rating scales (SIGS and GES), and information from other districts for students that have moved.

- Once a school-level team has compiled a body of evidence and referred a student for formal identification, the data is reviewed by a D51 GT Review Team. These teams, who meet monthly, are made up of at least 3 GT teachers from other schools. The Review team reviews the quantitative and qualitative data, writes recommendations (programming, talent pool, identification, testing, etc.), and makes a determination (formally identified, what area(s), continue in talent pool, start in talent pool, collect additional data, refer for possible special education identification, other). The school team then communicates the decision with the parents and all teachers involved, puts a copy of the referral in the cumulative folder and our online data system, and begins the process of writing an ALP within 30 days.
- Students may also be identified through Early Access and Challenge Program application process. The forms are different, but the basic process is the same. Quantitative and qualitative data is collected, reviewed by a team, communicated to parents/teachers, and admission decisions are made at the same time as identification decisions. The Early Access team consists of at least one of each of the following: GT teacher, kindergarten teacher, and school psychologist. The Challenge Program team consists of at least one of each of the following: Challenge Coordinator, Gifted Coordinator, classroom teacher, administrator, and school psychologist.
- ALPs are reviewed and adjusted annually (at minimum). Parents, students, teachers, and administrators are invited to be a part of this process.
- Students that do not have 95%ile criteria may still be referred to the talent pool using either the ALM Referral Form, Talent Pool Referral Form, or KOI Parent Referral.
- Student identification records are stored within the student's cumulative file.
- For out-of-state students, District ID team meets to review cum file and data to determine if student meets state/District criteria. If yes, ALP is written. If not, data are collected and further data sought as needed.
- As soon as a new student's former identification is brought to the attention of the GT teacher, liaison, or coordinator they bring the data collected to appropriate team.

Mesa County Valley SD 51 Targets

- Develop a timeline action plan from 2016 CGER recommendations on Identification including identifying in all areas of giftedness, decreasing disparities in current demographic representations, aligning ALP goals, and collaboration/communication including all stakeholders.
- Develop more consistent procedures for school MTSS teams to understand and utilize gifted referral and identification process.
- Develop understanding and procedures for identification in under-identified areas (i.e. creativity, leadership, K-2, and demographic areas with low identification).

Plateau Valley Description:

- Student academic data and teacher observations are used for possible gifted identification.
- Transfers: For Colorado students, ALPs and identification criteria are honored. For out-of-state students, RTI team meets to review cum file to determine if student meets state/District criteria. If yes, ALP is written. If not, data are collected and further data sought as needed.

Plateau Valley Target/s:

- Build teacher understanding on using Rtl for advanced students.
- Formalize referral and identification process, align with Rtl process, and include information on accepting referrals from any source.
- Include process for cognitive assessment as part of referral and identification process.
- Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation.
- Build academic assessment understanding of an overtime designation for advanced work.



DeBeque Description:

- Student data is collected using a balance of quantitative and qualitative measures. Students are identified as "on-watch" through processes of screening, referral, and performance. Formal identification occurs when a Body of Evidence is available showing advanced intensity or frequency in at least two of these areas: Achievement, Ability, Behaviors, and Performance.
- An identification process has been developed, and the collection of bodies of evidence is being accomplished.
- Training for all district personnel is provided through Rtl process to recognize and respond to strengths for building a body of evidence toward formal identification, including a student's response to intervention over time.
- Gifted Teacher attends trainings on training through CDE and offered by D51. This information is brought back to help train and support other staff.
- Referral processes are formalized, aligned with Rtl process, and include information on accepting referrals any source.
- Gifted Teacher is involved in every gifted referral to the Rtl process.
- When a student is identified a determination letter is sent to parents. The ALP is also filed within the cumulative record for the student.
- Parents are personally called/met with when a student is tested, referred, ALP reviewed, and/or identified gifted.
- Rtl meetings include classroom teacher, gifted teacher, parents, student, and administration.
- Students that have scores less than 95%ile are still watched, data is continued to be collected, and purposeful programming is continued.
- Gifted Teacher meets with each teacher at the beginning of the year to review each ALP. She checks in at least monthly to monitor progress.

Achievement (Consistently upper advanced and/or 95%ile or higher)

- Achievement data (includes PARCC and CMAS) are collected each year and examined for all students
- iReady math (K-8) and reading (3-8) screenings occur at least three times a year
- STAR and TCAP data is still used for referrals and possible identification even though the testing is not still given
- Students at any grade level may be referred by teachers, parents, or themselves.

Ability (95%ile or higher)

- All 3rd-graders take full CogAT 7 Level 9 in the spring.
- 4th-5th graders will take CogAT 7 Level 10-11, if they were not screened in 3rd grade during testing window
- Students in K-1 and 6-12 grades may be referred by teachers or parents for cognitive testing using a variety of tests given by school psychologists (WISC, Woodcock Johnson, Woodcock Munoz, UNIT, WPPSI etc.)

Behaviors (criteria determined by instrument being used)

- Students at any grade level may be referred by teachers, parents, or themselves.
- Scales for Identifying Gifted Students (SIGS) for Behavior criteria

DeBeque Target/s:

- Purposefully choose assessments and utilize support from D51 to be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.

Advanced Learning Plan Content, Procedures and Responsibilities



All three districts use Enrich to house ALPs. D51 uses this program K-8, DeBeque and Plateau Valley use it K-12. Our ALP format within this system includes a student profile, standards-aligned achievement goals developed for student's strength area(s), affective goals in the areas of personal/social/communication/leadership/cultural competency, descriptions of supplemental curriculum/activities/specific strategies/extended/expanded opportunities to support goals, progress monitoring for each goal, areas for teachers/student/parent/support staff/administration to be involved, goals written and aligned with tiered classroom/supplemental/intensive instruction or programming, parent engagement goals and signatures.

Mesa County Valley SD 51 Description:

- ALPs are developed within the Enrich system (K-8) and blended with ICAP in the Naviance system (9-12). The K-8 plans include the students' strength area(s), interests in and out of school, academic and affective goals, family engagement goal, and student engagement goal. The 9-12 plans are written by the student with guidance from a high school liaison and release to the student to self-advocate. Naviance includes aspects of college and career planning and guidance.
- The forms used for 9-12 graders within Naviance includes affective goals. Achievement is documented through student transcripts and student reflection.

Mesa County Valley SD 51 Targets

- Develop ways to juxtapose ALP goals and student goals within a Proficiency Based Learning system that uses a Learning Management System.
- Annual, standards-aligned achievement goals developed for student's strength area(s).

Plateau Valley Targets

- ALP is developed for every gifted student according to the student's gifted area(s), interests, and instructional and affective needs
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming

DeBeque Description:

- ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs
- Goals are written and aligned with more in depth classroom instruction, independent based projects, supplemental, or intensive programming. This is happening through extended studies and Project Based Learning.

DeBeque Target/s:

- Annual, standards-aligned achievement goals developed for student's strength area(s).

Mesa County Valley SD 51 Description:

- 8th grade GT curriculum includes the student taking charge of their college and career planning.
- Transition meetings happen every spring for students moving from elementary to middle school or middle school to high school.
- Parents, teachers, and student are invited to be involved in initial ALP development and also ALP reviews.
- GT teachers and liaisons help support classroom teacher become familiar with ALP goals and/or write goals they will be directly supporting.
- Classroom teachers, GT teachers, and administration have been invited to trainings on Standards-Aligned ALPs.



- Students are involved to varying degrees depending on their age and developmental level. The goal is to have students completely in charge of their ALPs no later than their junior year in high school.

- Parent involvement in ALPs at the 9-12 grade level is documented but also encouraged for the student to take the lead in discussing/collaborating with parents.

Mesa County Valley SD 51 Targets

- Develop a timeline action plan from 2016 CGER recommendations on Identification and Programming including aligning ALP goals, assessment data, collaboration, communication, and affective support systems.

- Consistently provide opportunities for students and parents to be meaningfully engaged, at all levels in the development and review of the ALP.

- Ensure identified student's programming is incorporated throughout their school day by improving teacher awareness and ability to adjust instruction based on ALP goals.

- Increase GT Teachers/Liaisons understanding of facilitating annual, standards-aligned achievement goals developed for student's strength area(s).

- Implement a district-wide ALP progress monitoring cycle to ensure a minimum of quarterly monitoring of ALP goals.

Plateau Valley Description:

- ALP document is delivered from school to school. K-12 is in one campus.

- Representative attended Standards Aligned ALP workshop help by CDE in May 2016.

Plateau Valley Targets

- Progress reports that align with the district's schedule for parent-reporting and/or conferences about student progress

- Incorporate ALPs using D51s form within Enrich.

- ALP goals are monitored through conferences each year with teachers, students, and parents.

DeBeque Description:

- GT Teacher attended Standards Aligned ALP workshop help by CDE in May 2016.

- ALP is considered in planning for post-secondary readiness.

- Conference with students monthly regarding their progress on ALP goals; parent conferences happen yearly (at minimum).

- Parents, teachers and the student are notified about ALP development.

- Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals.

- Students are active participants in the ALP process and progress monitoring of goals - choosing how to reach goals and what affective goals to focus on.

- ALPs are within cumulative files and are transferred. K-12 is on one campus.

- Parents are engaged in collaborating with students to choose affective goals as part of ALP, choosing goals to support at home, and in the finalizing of ALPs.

- Progress on ALP goals with parents is consistently communicated through email, phone calls, written correspondence, student guided meetings, and personal meetings.

Programming

Mesa County Valley SD 51 Description:

- Programming differs at each of the 44 schools dependent on level, school size, population, school priorities, identified student's needs, and teacher strengths. Below are the consistencies:

- Gifted Teachers and Liaisons facilitate the alignment of programming to the development, responsibilities, and progress monitoring of ALPs.



- Elementary: Gifted Teacher provides pull-out classes and collaborates with classroom teachers for content support for identified and talent pool students.
- Middle School: Please refer to attached document "MS Programming 2015-2016".
- 3-8th grade GT Curriculum has been developed based on NAGC standards with the goal of building the skills, strategies, and tools students will need to become Autonomous Learners.
- 3-8th GT Curriculum written and implemented to better meet the needs of all identified areas of giftedness and not just focused on academic areas (specifically reading and math).
- East Challenge School is a school-within-a-school for middle school students gifted and achieving at high academic levels.
- Students moving from regular math class in middle school to honors math class the next year are offered a two-week bridge class in the summer to cover missed topics and prepare for transition.
- Student's ALPs are used to articulate strengths and interests in order to align with individual programming supports and goals (also articulated within ALP).
- Every ALP includes affective goals to help support and provide growth opportunities for identified students.
- Each K-8 ALP identifies who will provide support on academic and affective goals, how often this support will occur, what materials will be used, where the student will be supported, and how growth will be measured.
- Classroom teachers are provided support on differentiation by GT Teachers and professional development offered through the GT Department, Regional Consultants, and Professional Learning Department.
- Post-secondary options, concurrent enrollment, Pre-collegiate and pre-advanced placement support are available through high school counseling offices.
- GT Teachers and Liaisons collaborate with students, teachers, parents, counselors, and administration for ALP development.
- GT Teachers/Liaisons, classroom teachers, parents, and administration can utilize their school's RtI/MTSS process, D51 Identification Teams, D51 Twice Exceptional Focus Team (2eFT), and GT Office for help and support when a gifted student is underachieving.
- Acceleration options include Early Access, Whole Grade Acceleration in 2nd-8th grades, Subject acceleration, AP placement, concurrent enrollment, and telescoping of middle/high school math instruction.
- Student's ALP is housed within an electronic system available to all GT Teachers and Liaisons. A history of goals and programming can be seen within this system. Additionally, transition meetings are held every year in the spring to transfer ALPs, names in Talent Pool, and information on incoming 6th/9th graders, 8th graders to our 8/9 Level school, 10th graders to Fruita High School, and students transferring schools (including those accepted to East Challenge Program).
- East Challenge School has a half-time counselor position hired to help support the affective needs and guidance of gifted students.
- GT Scholarship and learning opportunities are communicated to identified and talent pool students to take extension and enrichment classes during the summer.
- Academic options available to students include Academy Program, AVID, Career and Technical Education, East Challenge Program, several charter schools, dual language K-8 instruction, International Baccalaureate Diploma Programme, alternative schools, Key Performance Program, Mesa Valley Community School, school with blended learning, The Opportunity Center, RISE Program, STEM Program (high school and elementary school location), Student Learning Center, Therapeutic Day Program, Valley School, and Young parents Program.



- Middle School students have the opportunity to attend a district-wide Scholastica Tournament where students play brain-based games and compete in areas of strategy, math abilities, visual spatial strategies, and other skills.

Mesa County Valley SD 51 Targets

- Develop a timeline action plan from 2016 CGER recommendations on Programming including alignment with ALP goals, assessment data, collaboration, and affective support systems.
- Consistently provide opportunities for students and parents to be meaningfully engaged, at all levels in the development and review of the ALP.
- Ensure identified student's programming is incorporated throughout their school day by improving teacher awareness and ability to adjust instruction based on ALP goals.
- Improve consistency in standards-based instruction occurring regularly based on data collection and ongoing formative assessment.
- Develop district-wide guidelines and protocols for acceleration in any content, including different acceleration options.
- Articulate problem-solving process, for all stakeholders, when a gifted student is underachieving.
- Develop consistent understanding and supports for involving gifted and Talent Pool students in MTSS at the school level.

Plateau Valley Description:

- Schools use differentiated instruction and some acceleration in math at all levels. At the high school level, students may take advantage of AP courses and college courses in Grand Junction.
- All high school students are offered post (secondary) high school counseling.
- Acceleration within the classrooms through differentiated instruction.
- Art, music, and PE available K-12.
- Legobots is available elementary and middle school. Robotics available in high school.
- AP and college coursework available for high school students.
- Online coursework available for middle and high school students.
- Genius hour offered for middle school students every day after school.

Plateau Valley Target/s:

- All levels-Incorporate and articulate critical and creative thinking strategies into content and assessment.
- ALPs guides instruction.
- Summer opportunities every other week for reading and other projects offered by teacher of student's incoming grade level.
- Provides post-secondary options to students

DeBeque Description:

- Programming is individually determined and provided based on needs.
- Schools use differentiated instruction at all levels.
- At the high school level, students may take advantage of college courses.
- K-8 Students move at own pace through iReady math and reading extra lessons (an addition to curriculum).
- Extended studies and Project Based Learning are available to all students.
- ALPs guides instruction as they are developed.
- Areas of identification and strengths are used to determine student programming.
- Services are very individualized based on student need and level. Content options are very flexible.
- Affective and guidance support provided through GT groups led by Gifted Teacher.
- As a K-12 system, the programming is articulated across grade levels.



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- Pre-collegiate placement is offered and set up through counseling office.
 - The GT Teacher supports the collaborative development of the ALP.
 - Flexible instructional pacing allowing for acceleration methods, in-depth work, and provisions for compacting through progress monitoring utilized in all schools.
 - Rtl process provides a problem solving process when students are underachieving, this is also addressed in individual meetings with gifted students.

Evaluation and Accountability Procedures

- Each district completes their own Gifted Addendum to the UIP.
- Affective goals are written and progressed monitored on the ALP that all three districts use.
- D51 data for student achievement was disaggregated and reported in 2015-2016. Growth data was not available for that year. Plateau Valley and DeBeque have an "n" size too small to disaggregate data.
- D51 conducted a parent survey in 2011. Plateau Valley and DeBeque individually meet with parents and other stakeholders for feedback and review.

Mesa County Valley SD 51 Targets

- Develop process for a consistent self-evaluation including feedback and review from stakeholders for program evaluation. Include feedback on effectiveness of GT teachers, GT Coach, GT Coordinator, and GT Liaisons.

Plateau Valley Description:

- PARCC, CMAS, and NWEA data disaggregated yearly by principals. Individual schools monitor progress at their sites. District uses disaggregated data to measure and publicly report all sub-group achievement.

Plateau Valley Target/s:

- All levels incorporate and articulate critical and creative thinking strategies into content and assessment.
- ALP goals are monitored through conferences each year with teachers, students, and parents.
- Include statements of Gifted population within DUIP.
- Develop awareness of affective development within staff.

DeBeque Description:

- Program is evaluated through meetings with Gifted Teacher, administration, and AU Gifted Coordinator.
- Data from academic assessments utilized to progress monitor student achievement and growth.
- District UIP includes specific targets for gifted education.
- Monthly GT meetings, email correspondence, ALP reviews, and parent teacher conferences are utilized to monitor and measure ensured continual development of affective growth.
- Gifted population (7) and total population (180) are small so disaggregation happens at an individual level.

DeBeque Target/s:

- Formalize a Gifted program self-evaluation to gather information from stakeholders

Personnel

A full time GT Coordinator (housed within D51, holds Gifted Endorsement from CDE) monitors and collaborates with teachers, parents, administrators, within schools and districts to support gifted



programming. This coordinator is in charge of managing the collaboratively developed program plan, providing gifted education professional development, collaborating with schools to hire qualified personnel, monitoring gifted student growth, developing teams to work/collaborate regarding gifted program, facilitating communication of mission/vision/goals/procedures/policies of gifted education program to all stakeholders, fostering assimilation of gifted education into instruction and assessment, integrating social-emotional needs of gifted students into ongoing programming options, reporting gifted student enrollment and achievement, collaborating on accelerated learning opportunities and policy, collaboratively developing goals and objectives to improve gifted program, connecting regional and state gifted network to districts, developing and monitoring GT budget, submitting applications for GT grants, scheduling and implementing screening/identification/ALP review procedures according to CDE guidelines, facilitating transition processes for gifted students, updating gifted student database, reviewing program evaluation data, delivering an annual report to D51 school board, and ensuring current adherence to state reports and requirements for gifted programs.

Mesa County Valley SD 51 Description:

- Each traditional elementary and middle school employs a half-time GT Teacher. Grand Valley Academy (K-12 academic option) employs a quarter-time GT Teacher. These teachers are responsible for developing and implementing each gifted student's ALP, collaboratively developing options for programming at their school, supporting classroom teachers in instruction for gifted and potentially gifted students, facilitating the referral and identification process, and developing/monitoring the Talent Pool.
- GT Liaisons facilitate and coordinate ALP development and implementation at the high school level (including Fruita 8/9), at Gateway K-12, and R-5 (alternative HS). These Liaisons are classroom teachers or counselors that receive a stipend for facilitation ALP development and implementation with school staff, GT students, and families. The GT Liaison must sign an MOU and turn in a Summary of Responsibilities.
- A half-time GT Coach supports GT teachers and schools within gifted priority improvement areas (identified through CGER and Program Plan Targeted areas).
- A GT Jump Start class is offered at the beginning of every school year to train teachers new to GT. These teachers are also paired with a mentor GT teacher.
- GT Teachers are required to become district certified or state endorsed in gifted within 5 years of being hired for a GT position.
- Professional development is provided through regional workshops, WCAGT offerings, CAGT, NAGC, D51 Mini-Conference, periodic guest speakers, Peer Coaching, Twice Exceptional trainings and Learning Communities, and other Learning Communities (both district and school). Graduate credit from universities is often available.
- GT Teachers, Liaisons, Coach, and GTAC collaborate with GT Coordinator for the development of mission, vision, goals, procedures, policies, and communication.
- GT Teachers and Liaisons are encouraged and supported in developing proposals for presenting at state and national level conferences.
- Attendees of any gifted conferences meet before, during, and after conference attendance to develop individual/group goals and plan dissemination of learned information. Any teacher funded to attend a conference through GT funds is required to present during the D51 mini-conference.
- Trainings for other stakeholders (beyond GT Teachers and Liaisons) are offered through presentations, workshops, and team/individual visits.

Mesa County Valley SD 51 Targets

- Develop professional learning requirements for GT Liaisons, East Middle Challenge School Counselor, and East Middle Challenge School Classroom Teachers.
- Provide continuous, sustainable training and communication on new identification procedures.



- Provide continuous, sustainable training and communication on standards aligned, student led ALPs.

Plateau Valley Description:

- Ongoing professional development on differentiation offered for all teachers.
- Conference attendance is offered to teachers on gifted topics.
- A person is designated to assist in management of the program plan, CGER, and continuous professional development.

Plateau Valley Target/s:

- Provide continuous professional development related to gifted topics to teachers.
- Provide continuous professional development for administrators related to gifted topics and support of teachers.

DeBeque Description:

- Gifted teacher is responsible for coordination of instruction, counseling, and programming for gifted students.
- Professional learning related to gifted education is attended by gifted teacher and shared with other stakeholders through RtI and other processes.

DeBeque Target/s:

- Obtaining training on Standards-aligned ALPs.

Budget

Mesa County Valley SD 51 Description:

- GT Coordinator submits an annual budget plan to state that reflects state funding and AU contributing funds.
- Spending allocations are included on the Mesa AU Budget plan submitted to CDE and through DMS. This includes funding for salaries for licensed or endorsed staff that primarily serve gifted students; Professional development for gifted education; Program options to support ALPs; Materials to support gifted programming; Administrative costs, technology and equipment not to exceed collectively 20% of state funds.
- AU continually collaborates with other AU's and districts to establish, maintain, and improve gifted programming.

Mesa County Valley SD 51 Targets

- Develop a collaborative process for determining budget.

Plateau Valley Description:

- State GT funds are used to provide programming for gifted students.
- District collaborates with MCVD51 for training opportunities.

Plateau Valley Target/s:

- Formalize collaborative process for determining the gifted education budget.

DeBeque Description:

- Gifted Teacher's salary is paid through state funding for gifted.
- DeBeque and Gifted Teacher are supported by AU Gifted Coordinator through phone calls, meetings, and trainings.

Reports



- 2012-2016 Program Plan is on file with CDE. This includes descriptions and targets for each district within Mesa AU.
- 2016-2020 Program Plan will be finalized on or before October 2020 and will include targets and measures received from 2016 CGER.
- GT Coordinator has submitted to CDE and is up to date on all budgets required for the Mesa AU GT Program (review, adjusted, expended, proposed, and Universal Screening and Qualified Personnel Grant).

DeBeque Description:

- District UIP includes gifted within targets.
- DeBeque works with main AU district (D51) for state budget reporting and allocation.
- Identified students and demographics are reported through GoEdustar Student Management Software.

Mesa County Valley SD 51 Description:

- D51 Currently employs 25 GT Teachers, 7 GT Liaisons, 1 GT Coach, and a GT Coordinator.
 - 10 of the GT Teachers have a district certification or state endorsement in GT.
 - GT Coach and GT Coordinator are state endorsed in GT.
- Gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting are all encompassed within our DUIP, GT Addendum, and Mesa AU Program Plan.

*The number in column 5 should be close to the number in column 4 (total district demographic percentages should be close to total GT demographic percentages)

**The number in column 6 should be close to 4.45. We have 4.45% of our students identified, so we should have close to 4.45% of each demographic identified.

May 2016	Total Number		Percentages		
1	2	3	4	5	6
Demographic Area	District	Identified GT	Percent of Total Student Demographic in District	Percent of Demographic GT Students in District*	Percent of Demographic GT Students in Total Demographic **
All Students	20121	896	100	4.45	4.45
Ethnicity					
American Indian or Alaskan Native	127	3	.63	.33	2.36
Asian	159	10	.79	1.12	6.29
Black or African American	108	0	.54	0	0
Hispanic or Latino	4811	71	23.91	7.92	1.48
Native Hawaiian or Other Pacific Islander	27	0	.13	0	0
Two or more races	768	34	3.82	3.79	4.43
White	14121	778	70.18	86.83	5.51
FARM					
Free and Reduced	10099	147	50.19	16.41	1.46
NonFR	10022	749	49.80	83.59	7.47
Gender					
Female	9777	389	48.59	43.42	3.98
Male	10344	507	51.41	56.58	4.90



Special Populations					
SPED	2508	12	12.46	1.34	.48
ELL	1273	14	6.33	1.56	1.10

Record Keeping

- Finance Directors and secretaries in all 3 districts keep track of state monies and their use.
- All 3 districts follow their district policies for maintenance, retention, and destruction of student records. Student educational records are maintained by classroom teachers and/or GT teachers, counselors, and principals.
- The history of student goals on an ALP is part of the student’s electronic cumulative record (we can access current and prior student’s records).

Mesa County Valley SD 51 Description:

- An inventory of all materials purchased using GT state funds is maintained.
- Identification information is part of a student’s cumulative paper file.

Mesa County Valley SD 51 Targets

- Complete the electronic inventory of all GT materials.

Plateau Valley Description:

- Student ALP is formulated according to state recommendations.
- Coordinator will utilize contact person for program plan, budget, and CGER.

DeBeque Description:

- Advanced Learning Plans are developed within Enrich, but a printed copy is included within the cumulative record.
- Financial records of how district spent state gifted funding are kept by D51 in accordance of governmental accounting.

Procedures for Disagreements

Mesa County Valley SD 51 Description:

- Procedures for disagreements are posted on website and given to parents during Early Access testing.

Mesa County Valley SD 51 Targets

- Align disagreement procedure with reorganization of executive directors (starting 2016-2017).

Plateau Valley Description:

- Definition of giftedness and list of parental rights is distributed to all parents whose children are being considered for gifted evaluation.
- Consent letters are obtained for testing.
- Conferencing is used to handle parent questions and issues.

Plateau Valley Target/s:

- Formalize Dispute Resolution process.
- Define multiple areas in which Dispute Resolution will be communicated to all stakeholders.

DeBeque Description:

- Parent handbook (given in paper copies and on website) includes sections on how the gifted identification process works and an appeals process.
- CogAT testing is given to all 3rd grade students. An informational letter is sent home and parents can opt out of testing.
- Consent is obtained from parents for testing of individual students.



-
- RtI process is used to handle parent questions and issues.
 - Procedures for disagreements is formalized and included in handbook, website, and shared with parents during referrals and identification.

Monitoring

- AU complies with all applicable and federal laws and regulations as outlined in Mesa AU Program Plan.
- AU monitors this plan and annual plans including CGER and targeted areas for improvement.
- AU monitors annual enrollment and performance through DUIPs and GT Addendums.
- AU was prepared for CGER in March 2013 and August 2016.
- AU has followed through with follow-up targeted areas identified in CGER.

Mesa County Valley SD 51 Description:

- GT Department usually reports annual enrollment, performance, targets, and areas to improve to the School Board annually.



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Demographics

- Does the AU have similar representation in the gifted population compared to the general population in the area of ethnic groups?
- Does the AU have similar representation in the gifted population compared to the general population in the area of gender groups?
- Does the AU have similar representation in the gifted population compared to the general population in the area of free and reduced status?
- Are you moving towards representation as you would like to see in your gifted population?

Mark each box from the District UIP Summary in terms of AU completion. If one or more districts within the AU do not mark completed, the AU is "in progress". Only check "No" if all member districts mark "No".

Gifted Program Assurances

Description of General Program Assurances		Description of General Program Assurances	
Every district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.		All districts maintain a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.		ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are	

		fulfilled.)	
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.		The lead district or BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	

Report on State Performance Indicators as Recorded on the AU’s Program Plan

Description of State Performance Indicator	Description of State Performance Indicator	Description of State Performance Indicator	Description of State Performance Indicator
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.		AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.		AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.		AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	

Early Access

- **Do you have an early access addendum?**