



## Administrative Unit

<b>Administrative Unit Name:</b> El Paso 8, Fountain - 21040	<b>Region:</b> Pikes Peak	
<b>Name of Gifted Education Director/Coordinator:</b> Lisa Rogers	<b>Email:</b> lrogers@ffc8.org	
<b>Director's mailing address:</b> 10665 Jimmy Camp Rd. Fountain, CO 80817	<b>Phone Number:</b> (719) 382-1300	<b>Fax:</b> (719) 382-7338
<b>Submission Date:</b> 10/15/2016		

**Name of Superintendent:** Dr. Keith Owen

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

Effective communication and partnership with students, parents, families and the community is a priority for Fountain-Fort Carson School District and the gifted program. The district has developed several processes to improve this communication with regard to sharing information about gifted programming procedures and options. These processes are implemented at both the district as well as the building level.

Because a large percentage of Fountain-Fort Carson families are affiliated with the military, it is important to ensure easy access to information about gifted programming through the district website. As families transition in and out of the district, the website includes a clear description of the program mission, processes and contact data so that parents have the information necessary to facilitate these transitions. The mission of the gifted program is clearly stated on the main page: ". . . to ensure that each child has equal access to receive an optimum educational experience. Our district recognizes the need to identify students from all backgrounds who demonstrate a potential for exceptional performance. Therefore, we are committed to providing relevant and challenging learning experiences to support the intellectual, behavioral, social, emotional, artistic and creative development of our gifted students." The definition of a gifted student follows the mission statement, and contact information is provided for those who need more information. Identification procedures are clearly described when one accesses the "Identification Process" link. This



information is also included in the GT Handbook which can be downloaded from the website (under the "Family Resource Documents" link) or provided by the school office upon request. The "Family Resource Documents" link includes valuable information about a variety of gifted topics including the following: brochures clarifying gifted program information and ALP development (in English and Spanish), the district acceleration handbook, and parent referral forms (general intellectual/specific academic and specific talent). The "Resources and Websites" link provides a quick connection to regional organizations, web resources, and activities and supports for gifted students. All documents can be translated into other languages within one week of request.

Specific school websites also provide information regarding gifted programming. The student handbook can be accessed on each school's website, and the high school provides detailed information regarding course planning and selection as well as college credit and dual enrollment guidelines, Pre-AP, AP, and college class enrollment processes. The gifted program also has a link on each school's page that takes them directly to the district Gifted Education Program website.

While the above resources and information can be accessed by any visitor to the district website, staff can access additional information by logging in to the "Staff" tab. The Gifted Handbook for staff, along with referral forms, identification process guides, parent and student interview documents, letter templates, programming resource guides, ALP development supports, acceleration processes, and other training resources, are available to all district teachers and support personnel. This provides ready access to district staff at any time. All documents within the Gifted Handbook are reviewed and revised on a yearly basis. A hard copy version of important forms and guidelines are provided to all building-level gifted education coordinators as part of their Gifted Coordinator Handbook. Hard copies of documents in the Gifted Coordinator Handbook are updated at the beginning of each school year to reflect changes in district programming and practice.

Information and participation opportunities are also provided to stakeholders through more direct (phone calls, emails, letters, and face to face) communication. At the high school level, families are informed and consulted about concurrent enrollment options through enrollment and course selection with counselors. With the implementation of the Naviance system for Individual Career and Academic Plan (ICAP) development, families of middle school and high school students have ongoing access to their student's data, goals, and performance information. The gifted education coordinators at the middle and high schools follow up with individual families to engage them in the ALP goal development component of the ICAP. At the elementary level, families receive a family input form to share their perspective of student strengths and needs as the ALP is developed each year. Families are also invited and included in the ALP meeting to complete the student plan and ensure needs are appropriately addressed. Families of students at all school levels receive information about their student's progress at October and February conferences. Official progress towards ALP goals is shared at the end of the year through Naviance at the secondary level or a hard copy of the ALP at the elementary level. Another method of communication targets all families of gifted students. The building gifted coordinators throughout Fountain-Fort Carson School District collaborate together every year to conduct at least one GT family event. The GT family event is delivered both in Fountain and on Fort Carson to better meet the needs of our families. These GT family events are designed to inform parents about gifted processes and programming options in the district and to help families understand some of the unique needs and attributes of gifted children. Shared information includes identification processes, Advanced Learning Plans, the Interstate Military Compact, growth mindset, overexcitabilities, asynchronous development, perfectionism, and timelines for progress monitoring of student performance. Family events also provide an opportunity to gather stakeholder perspective and input on overall gifted programming at the district and building level.



The district actively seeks family feedback regarding the improvement of gifted programming. Every other year, a family survey is conducted to identify strengths and areas for growth. The most recent survey, completed in September 2016, identified that most families of gifted students at the elementary level felt informed and involved in their student's program. This perception appears to diminish as students enter the secondary level and is therefore identified as a target for future improvement efforts. Families also participated on the advisory committee tasked with developing this comprehensive program plan. Families identified the following strengths in family engagement and communication: SENG was helpful for families in understanding and supporting their gifted student; childcare provided during this time was very helpful. GT family events provide great information but should be scheduled with greater frequency.

On a more global level, the district accreditation team, comprised of parents/guardians from across the district, reviews data and makes recommendations for district improvement efforts. Parents/guardians of students identified as gifted currently serve on this team and are able to share their perspective in decision-making efforts. Each building has its own school accreditation team, which provides an opportunity for parents to get involved at the building level, as well.

**Targets:** Although no improvement targets were indicated in the C-GER, the district has identified the following areas for improvement in procedures for parent, family and student engagement and communication:

- Develop the Gifted Program page on each school's website with school specific information (GT coordinator and administrator contact information, programming options, extra-curricular activities, upcoming events, GT specific blogs for questions/answers, etc.)
- Create GT brochures and flyers communicating information about building specific opportunities and events - send these home with follow-up IC dialer reminders
- Implement a minimum of 2 GT parent events each school year to involve parents in the programming at their student's school. One of these events should include specific transition communication for students moving from elementary to middle and middle to high school.
- Continue to provide SENG parent group opportunities
- Actively seek to involve families in ALP development - ensuring understanding of the ALP process, purpose, and goals - particularly at the secondary level
- Increase formal communication of ALP goal progress to include February parent teacher conferences; goals will be added/revised as necessary
- Utilize family surveys at the building level to gain specific feedback for program planning
- Increase proactive communication around universal screening efforts - the district will continue to inform families of student CogAT results and how this information is utilized

## Definition of "Gifted Student"

Fountain-Fort Carson defines "gifted children" as those students 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 educational programming needs. Gifted students include those with disabilities (i.e. twice exceptional) and students with exceptional abilities or potentials 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.

This definition mirrors the state definition. The definition of a gifted student serves as the basis for the implementation of all other program plan elements. It informs the identification process and subsequent programming options and decisions for identified students. It also supports programming determinations for students in the Talent Pool.

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

The district identification procedures follow the Colorado Department of Education (CDE) gifted identification process as outlined in the CDE Gifted Education Guidelines. Rules to ensure portability of identification status for students are applied in all areas of identification. Identification processes are defined in the Gifted Handbook for staff, and multiple staff members have been trained in identification rules and procedures at each building (which have each established a review team for making identification determinations). Students are referred for assessment through multiple sources including universal screening, Multi-Tiered System of Supports (MTSS), teacher referral, parent/guardian referral, student referral, peer referral, and assessment data. Upon referral, school teams begin collecting a body of evidence including both quantitative and qualitative data that ensures the examination of multiple pathways for identifying giftedness in accordance with the rules.

Universal screening is implemented at the 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade levels each year. The assessment tool utilized for this screening is the Cognitive Abilities Test Form 7 (CogAT 7). The district has applied for and been awarded the Universal Screening and Highly Qualified Personnel Grant through CDE for the past several years. Funds from this grant help support universal screening efforts at 2<sup>nd</sup> and 8<sup>th</sup> grades. 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> graders complete the CogAT 7 online in September/October. The test is comprised of a verbal, quantitative, and non-verbal battery. The verbal and quantitative batteries typically demonstrate the more crystallized reasoning abilities associated with high academic performance. The non-verbal component of the CogAT demonstrates more fluid reasoning abilities. The combination of all three batteries allows exceptional potential to be revealed for all students, including English language learners and students who may have academic deficits or exceptionalities. This valid and reliable instrument helps empower equal and equitable access to identification for all students, including those from traditionally under-served populations. Following universal screening, schools receive data indicating the performance of each student. Utilizing both age percentile ranking (APR) and grade percentile ranking (GPR), students scoring at or above the 95<sup>th</sup> percentile on any battery of the assessment are referred for identification. Students scoring between the 89<sup>th</sup> and 94<sup>th</sup> percentile are referred for Talent Pool identification, intervention, and progress monitoring. Universal screening and continued professional development for staff in understanding the characteristics of gifted students are necessary to ensure appropriate identification for all students. Analysis of the district's demographic data indicates underrepresentation of Hispanic and Black students in the gifted population. Females and English language learners are also underrepresented. This is an area of improvement for the district. However, as the district has developed and grown its processes for identification of students in the talent areas, more students from traditionally underrepresented populations are being identified.



Families, teachers, and students provide additional sources of referral. At any time, family members can refer their student for potential gifted identification by completing the parent/guardian referral form and submitting it to the building principal. There are two parent/guardian referral forms: one related to identification in general intellectual ability or specific academic aptitude and another for identification in the specific talent aptitudes. Similarly, teachers can complete the teacher referral form for any student with whom they work. The teacher referral form includes observations related to each area of gifted identification. Students can refer both a peer as well as themselves for potential identification in any of the defined areas of giftedness. Upon receipt of the referral, schools must begin collecting the body of evidence for decision-making. Within 30 days of the referral, the school must notify families of the determination or indicate that additional time is needed for the collection of data. If additional time is needed, the school will inform the family of the additional data being collected and the timeline for the determination decision. This notification occurs through a variety of methods including family phone calls and meetings; additionally, an official determination letter is always sent to the family. A signed copy of the student's ALP containing gifted identification information is placed in the student's cumulative file each year. The ALP is completed in Alpine, which provides an electronic record of the determination and the synthesis of body of evidence.

The body of evidence for all determinations of giftedness include both qualitative and quantitative components. For each data component, performance at or above the 95<sup>th</sup> percentile and/or an Exceeded or Distinguished rating is a qualifying indicator. When a student is initially referred, the parent/guardian and teacher(s) are asked to complete the norm-referenced observation scale, Scales for Identifying Gifted Students (SIGS), to evaluate the gifted behavior characteristics of the student. For students referred in dance, music, performing arts, or visual arts, the teacher(s) will complete a research-based observation scale specific to the talent area. For students being considered for a psychomotor identification, the teacher(s) will complete the Gifted Evaluation Scale (GES) for Motivation. The parent/guardian information is used to inform potential plan development or explore other areas for identification, but it is not currently used as qualifying data. The teacher ratings provide data for qualification. Student achievement data is also collected using the Student Portfolio function of the Alpine data management system. This allows the quick analysis of student performance and trends over time. Additional evidence for review is dependent upon the area of giftedness under consideration. For students who are referred for identification in one of the specific talent areas, performance evaluations, creativity tests, and talent assessments are part of the data reviewed. In recognition of the comprehensive nature of the identification process, the district utilizes an identification form which clearly delineates qualifying data and indicates appropriate next steps for students. This form is shared with families during eligibility and/or ALP meetings to communicate the identification results and aid in the development of the ALP.

If a student has been referred for identification in a specific academic aptitude area, the body of evidence includes criterion or norm-referenced achievement tests, the SIGS, and/or a performance evaluation such as an advanced score on an expert reviewed portfolio (creative writing), an advanced rating on an expert juried performance (science fair), or top place/ranking on a state or national academic contest (STEM competition). Cognitive test scores are a component of identification; however, if a student does not score at or above the 95<sup>th</sup> percentile, multiple data sources over time indicating consistent advanced performance can be used for identification in specific academic aptitude. It is important to note that not meeting the criteria on a single assessment does not prevent further consideration for identification. Therefore, students referred to the Talent Pool are provided with ongoing interventions and progress monitoring to determine if they meet additional qualifying criteria over time.



The district identification process includes the category of general intellectual ability. Students qualify in this area with a score at or above the 95<sup>th</sup> percentile on one of more batteries of a cognitive test. Upon receiving this qualifying data, the school identification team collects and reviews the body of evidence (as described above), and determines that there are no other qualifying criteria. The review team identifies the students as gifted in general or specific intellectual ability, and the learning profile obtained from the body of evidence is used to develop the student's ALP. This identification supports targeted interventions for students who may be impacted by a variety of challenges such as frequent mobility, second language learners, and students with academic deficits and/or disabilities.

If a student has been referred for identification in a specific talent aptitude area, the body of evidence may include criterion-or norm-referenced talent assessments, norm-referenced creativity tests, norm-referenced observations scales (SIGS or GES), research-based observation scales specific to the discipline, and/or performance evaluation, such as a top place/ranking in a state or national talent contest (Scholastic Art Awards), an advanced score on an expert juried performance assessment (Talent Identification for Pikes Peak), or an advanced score on an expert reviewed portfolio (leadership). If data from a valid and reliable test is unavailable, then two performance evaluations may be used. Upon receiving data related to specific talent aptitude identification, the identification team will review the body of evidence and determine next steps in the process for identification. It is important to note that talent identification often takes time. Several years of talent development may be needed before a formal gifted identification can be made.

As a district serving a high percentage of students from military families, it is vital that we have a consistent process for transferring the identifying body of evidence from district to district with clarity. When a student is identified as gifted in Fountain-Fort Carson District, the signed ALP is placed in the cumulative record file. When a student transfers to a new district the records are sent to the receiving district upon receipt of a signed request form. When a student with an ALP enrolls in FFC8, the ALP is reviewed within 45 days of enrollment to determine if it meets the portability requirements of Colorado. If it does, we accept the ALP; if it does not, the student is referred for review by the identification team to determine what assessments may need to be completed. If the transferred body of evidence appears incomplete, the school contacts the sending district as well as the student's family to request additional information. The Military Interstate Compact is followed for all students involved in military transfers. This requires that gifted programming be provided to previously identified students until eligibility has been determined. Communication regarding the eligibility determination of transferring students is shared with families within 60 days of enrollment.

Target: 2015 C-GER review indicated that the district was out of compliance in the area of identification procedures. Two improvement goals were indicated:

- Provide evidence that identification procedures for the defined talent areas are completed and implemented
- Apply measures and processes to increase identification in underrepresented groups

The following improvement efforts are based upon the Improvement Timeline created following the C-GER process in 2015 (listed above):

- Define and implement identification procedures for the specific talent areas

The district has now developed identification processes for all areas of giftedness, including creative or productive thinking, leadership, and specific talent aptitudes (visual arts, performing arts, music,



dance and psychomotor). In the 2017-2018 school year, the district began administering two sections of a norm-referenced music assessment as a universal screener for music to all 5th grade students. In the 2019-2020 school year, the district will begin administering a complete norm-referenced music test for all 5th grade students that can serve as a qualifying data point for potential gifted identification in music. The district has also implemented use of the Torrance Tests of Creative Thinking (TTCT) and the Profile of Creative Abilities (PCA) as norm-referenced creativity tests. Currently, the district has had students referred for identification in the areas of dance, music, visual arts, psychomotor, and creativity and has implemented the district identification processes for these areas. Identification of students in the specific talent aptitude areas has also helped to increase identification of students from traditionally underrepresented populations. Additional improvement efforts in the specific talent aptitudes include referring students for identification in the areas of leadership and performing arts. Education for all district staff and families on the identification process for talent areas will continue to be a priority.

- Implement measures and processes to increase identification in underrepresented groups

The district will continue universal screening at 2nd, 5th and 8th grade levels with CogAT. The district will also continue to define identification in the area of general intellectual ability for students who have a qualifying cognitive score but do not have additional data within their body of evidence indicating gifted performance. Beginning in the 2019-2020 school year, building gifted coordinators will conduct yearly training with their building staff around the different areas of gifted identification and pathways to gifted identification. In the 2018-2019 school year, the district began providing professional development to district assistant principals who oversee special education around the characteristics of twice-exceptional students. The district will continue to provide professional development for district staff, especially building gifted coordinators, around the characteristics of gifted students, particularly students from poverty, culturally and linguistically diverse students, and twice-exceptional students.

Additionally, the Advisory Committee recommends the district seek to improve the following components of identification:

- Increase identification in the specific academic areas of social studies, science, and world language
- Increase the utilization of teacher referrals
- Ensure that every building has a comprehensive identification team working together to make eligibility determinations
- Ensure that families understand the identification processes utilized for their child
- Ensure a consistent process is implemented for transferring students with previous identification to quickly address programming needs and review eligibility under Colorado criteria

---

## Advanced Learning Plan Content, Procedures and Responsibilities

---

An Advanced Learning Plan (ALP) is developed for every gifted student in Fountain-Fort Carson according to the student's strength area(s), interests, and instructional and affective needs. The ALP is initially developed upon identification of giftedness, and it is then updated every fall to reflect programming plans based upon *current* student interests, strengths, needs and goals. This student profile is developed each year in the Student Interests and Goals section of the ALP



(elementary) or in the General Interests and Extracurricular Activities sections of the ALP (secondary).

Student and family input and involvement in ALP development continues to be a specific area of focus. The district has provided training for teachers at both the building and district level in effective ALP development. This training has emphasized the use of student interest inventories, family input documents, and the importance of collaborative ALP development. Another targeted area of improvement has been the alignment of standards-based goals with student strengths and interests. Multiple representatives from every school in the district attended a full-day training on standards-aligned goals in September 2016. Following this training, the gifted education team (coordinators and director) created resource documents and supports to guide teachers in the process. The result of these efforts is a dramatic increase in relevant and meaningful standards-aligned ALP goals, increased student participation and choice in ALP development, and teachers who feel empowered to more effectively address the learning needs of their students. Beginning in September 2018, the district gifted coordinator provided an after school ALP Bootcamp to continue to develop staff understanding around quality standards-aligned academic and affective goals. Following the bootcamp, ALP work sessions were offered at multiple district locations for teachers to receive support and guidance with ALP development. Based on the feedback from teachers, the bootcamp and ALP work sessions will be offered each September. A variety of data sources inform student goals. Sources include achievement and growth data from state and district assessment, curriculum-based assessments, student interview and interest inventories, and family input.

Relevant affective goals addressing personal, social, communication, leadership, and/or cultural competencies are also included in all ALPs. During training, teachers reviewed the National Association of Gifted Children (NAGC) programming standards to better understand how to target these goals and effectively address student affective needs. Student self-assessment helps determine if more strategic intervention and supports, such as small group or one-on-one counseling, is necessary.

At the secondary level, the ALP is considered in planning for post-secondary readiness. Students utilize the Naviance system to target more long-term goals for post-secondary options that they can begin to explore during the school year. At the middle school and high school level, the ALP is blended into the Individual Career and Academic Plan (ICAP). This comprehensive system incorporates college and career readiness planning, goals in areas of strength and/or interest, and affective goals/supports with student interest inventories, college research platforms and course planning tools to ensure students' needs are appropriately addressed through more diverse content options such as internships, honors programs, and advanced classes.

ALP goals are developed through a SMART goal process (Specific, Measurable, Attainable, Realistic, and Timely). The interventions and strategies provided to support goal attainment are clearly described including the content and activities, structures for programming, differentiation strategies, and extended/expanded learning opportunities planned to address the students' goals. Clear success criteria are included to determine the level of goal attainment. Students self-reflect on their goal progress in February and their goal attainment in May. Goals are written and aligned with tiered classroom instruction and supplemental programming opportunities.

The ALP includes a thorough body of evidence detailing the criteria used for student identification. This section of the plan is not updated unless identification is changing due to a new area of identification being added. Family perspective and input are also incorporated into the ALP each



year (when available). Family input can be added through completion of family feedback forms, and/or family participation in the ALP meeting.

**Targets:** No improvement targets were indicated in the C-GER review; however, the Advisory Committee has identified several areas for improvement in ALP Content:

- Ensuring the creation of meaningful affective goals for all students
- Ensuring all goals are individualized, relevant and include specific programming aligned to standards
- Only current and relevant data will be included in the ALP
- All Synthesis of Body of Evidence sections will be reviewed to ensure they are in alignment with portability requirements and include all necessary information for previously identified students. If inadequate information is available, the statement "identified utilizing local identification criteria" will be added for clarity

As previously stated, ALPs are developed for identified students each fall. They are collaboratively created, and participants in plan development may include classroom/content area teachers, related arts teachers, gifted education coordinators/teachers, students, parents/guardians, counselors, school psychologists, and administrators. Parents/guardians, teachers and students are notified about ALP development and provided with opportunities to contribute input. Notification is sent through a variety of methods: emails, letters, phone calls, GT Parent Night flyers, etc. Teachers are notified when a student has been referred for identification and when an ALP is being developed so that they can contribute to the plan development. Gifted education coordinators/teachers, who have received more comprehensive training in plan development, provide support to teachers and counselors as they complete the ALP. The coordinators are not, however, the "sole custodian" of the ALP. Indeed, teachers write the ALP goal(s), provide the specified instruction, and monitor progress towards goal attainment. At the middle and high school levels, the students write their own ALP goal(s). The gifted education coordinator simply supports this process. Students at all levels also help develop their ALP; they contribute information about interests and goals that are included in all ALPs. In many schools, this involvement includes students selecting the goal(s) that they will be working towards throughout the year. The district seeks to consistently increase student involvement in ALP development and processes as the gifted program continues to grow.

Families formally receive progress updates towards ALP goals at February Parent/Teacher conferences as well as at the end of the school year. This ensures that interventions are appropriately addressing student needs, and if not, can be adjusted to further support growth.

As previously described, ALPs are created entirely within the Alpine Achievement data warehouse system for elementary students. A hard copy of the Alpine document is printed and signed by those participating in the ALP meeting, including the parent/guardian (and student if applicable). This signed document is added to the cumulative record file. For middle and high school students, an identification document is created within the Alpine Achievement data warehouse system, and the remainder of the ALP is developed in Naviance and blended with the student's ICAP. The Alpine identification document is printed and added to the cumulative record file. As a student transfers between grades/levels, both the electronic records and the cumulative record file is transferred with them. This ensures new teachers have access to previous goals, data, and intervention information. GT Coordinators from each building are also available to answer questions and provide additional information to the receiving school team. Because a new plan is developed each year, programming options and goals evolve to appropriately address current strengths, needs, and interests. These changes are reflected in the new ALP each year.



An important component of the ALP process is review and refinement of plan development. Each year, the gifted education coordinator randomly audits plans from every building and scores them utilizing a rubric to identify areas of strengths and need. This feedback is summarized and shared with building administrators and gifted education coordinators to be used in future professional development planning and individual follow-up with teachers. The feedback also contains any required additions or changes to the ALP to ensure the plan meets Colorado requirements.

Targets: No improvement targets were identified through the C-GER review; however, the Advisory Committee has identified several areas for continued improvement in ALP Procedures:

- Students must be engaged in developing goals at every level
- Continue to refine the integration of the ALP into the ICAP through Naviance
- Update and communicate progress monitoring of ALP goals throughout the year (with February conferences and end of year communication a minimum standard)
- Continue training staff on gifted identification, classification and ALP development

## Programming

One of the major improvement strategies of the district's Unified Improvement Plan (UIP) is to implement standards-based instruction through teacher knowledge of implementation of highly effective instructional strategies (differentiation, enrichment opportunities, WICOR, affective needs), and the context of the goal specifically identifies gifted students as one of the target subgroups. This goal is also addressed in the district's teaching and learning framework, district professional development plan, the gifted budget, and PLC discussions in each building at each grade level. Differentiation is one component of the teaching and learning framework, a standards-based instructional model, which provides the focus for all district work. The framework emphasizes the importance of utilizing formative assessment data to guide instructional decision-making and thereby provide greater differentiation of instruction for advanced and gifted students who may quickly master the concepts and skills being taught within the classroom.

Specific programming for gifted students is identified in the ALP and is selected based upon student strengths, areas of need, and interests. A variety of data sources inform student goals; these sources include performance data, student interview and/or survey information, and family input. Affective goals are written to address specific student needs. Programming for these goals may include the school counselor, the school psychologist, the gifted coordinator/teacher, and the classroom teacher. Every ALP includes an affective goal that either provides support for a need or an opportunity to acquire additional social-emotional and/or early college and career readiness skills. Because the ALP represents a comprehensive perspective of student strengths and needs, it is vital that the plan be developed as a collaborative effort between those providing the specific instruction and support. Grade level/content area teachers, related arts teachers, school counselors, school psychologists, gifted education coordinators/teachers, and administrators work together through varying processes to ensure the ALP targets student strengths, interests, and needs. Families participate in providing input through surveys, interviews, and involvement at ALP meetings. As students transition from one grade level to another, programming needs/options evolve, and the appropriate changes are reflected in the ALP which transitions with them.

As indicated in the Administrative Unit Programming Details document, the district provides a variety of programming options for the varied areas of giftedness at different levels of schooling (elementary, middle, and high school). At all levels, gifted programming is provided within the



following structures: classroom with flexible grouping, cluster grouping, and magnet classrooms. Teachers differentiate instruction by compacting the curriculum, targeting critical thinking skill development, content extension activities, and subject-based acceleration (as appropriate). Pre-assessment of skills supports this differentiation, and students have opportunities to demonstrate their knowledge through assessment alternatives and varied choices for product demonstration and evidence of learning. Direct instruction in the art areas (music and visual arts) is provided and/or available at all levels, and direct instruction in the art area (drama) is available at the secondary level. Affective guidance emphasizes personal competence (self-awareness, efficacy, and advocacy), social competence, and leadership.

At the elementary level, teachers utilize differentiation options in core resource materials and supplemental curriculums to provide standards-based instruction when students need extension of the grade level materials. These curriculums integrate additional opportunities for problem-solving and inquiry-based learning. Students have opportunities to explore their interests through extended learning opportunities and content extensions, frequently apply academic standards within and across disciplines. In the talent areas, programming options include participation in the following: direct instruction in art and music, competitions (art, music, robotics), select choir, and art clubs. Student Council and mentorship roles strengthen the leadership skills of elementary students, and career and college planning is introduced as students learn the skills of time management, study skills, and exploration of future goals and aspirations. Students also receive guidance and support through small group instruction and/or lunch groups in understanding the emotional intensities that can be a factor of giftedness.

Middle school programming includes the options described above, but subject-based acceleration occurs through specific course placement (i.e. advanced and honors classes). The Naviance system for developing the Individual Career and Academic Plan (ICAP) is also introduced to students in middle school. This tool provides them the opportunity to complete more in-depth interest inventories as they further develop their areas of focus. Programming options in the talent areas also include band, honor band, choir, honor choir, solo and ensemble competitions, 2d art, 3d art, and theater classes. Additional guidance is provided through small group instruction with counselors and gifted education teachers in effective communication and relationship skills which represent a major challenge of young adolescence.

As students enter high school, programming options further expand to include online courses, Advanced Placement (AP)/Pre-AP courses, and concurrent enrollment opportunities. Participation in debate, DECA, and/or JROTC offers high school students the opportunity to experience leadership at a deeper level, and AP courses for the arts are available in music theory and studio art. College and career planning has great emphasis in high school. Internships empower students to experience potential career options, and independent study courses allow students to take their research to much greater depths. High school programming also includes many Career and Technical Education (CTE) courses to help expose students to future career clusters and pathways. Students can take Project Lead the Way (STEM) courses in the engineering and biomedical pathways (more information below). Additional CTE course offerings include: Teacher Cadet, culinary arts, computer science, and manufacturing. Students continue to utilize the Naviance system as they develop their ICAP, and they begin to explore potential colleges, learning more about the specific application processes for seeking acceptance to each. SAT assessment programs are implemented at 9th, 10th, and 11th grades, and this information is integrated into the ICAP. To streamline instructional programming for gifted high school students, the ALP is integrated into the ICAP in high school. This system of information is then inclusive of student interests, goals, strengths, performance, and planning needs. Affective needs are also addressed through the ICAP, and school counselors and the



gifted education teacher work with students to provide additional support and guidance (through small groups, lunch groups, and one-on-one support) in developing personal and social competence. More information about programming options at the high school level can be found in the Fountain-Fort Carson High School Handbook located on their website.

In 2014, the district received a STEM grant that provided significant resources and learning opportunities in target schools. Project Lead the Way has become an integral component of high school and middle school STEM instruction and significantly impacted the provision of quality professional development for teachers. Elementary, middle and high school educators work to align and combine their instructional efforts as demonstrated in the annual district STEM competition each spring, an activity which includes all schools (grant and non-grant recipients) in exercising mathematical problem-solving and engineering design principles. To support non-grant recipient schools' access to STEM curricular materials and training, the district has utilized gifted funds to purchase Engineering is Elementary materials and allowed schools to request additional funds for the school to purchase robotics materials. These resources are utilized both during the school day and through popular after-school extension activities/clubs.

The district also provides gifted programming opportunities beyond the typical school day. After school clubs and activities are consistently implemented across the district. These clubs include many areas of student interest, such as book club, math club, STEM, robotics, technology, chess, art, creative writing, and drama to name a few. The after school activities are supported with gifted funds, and they provide additional and diverse learning opportunities for students. Enrichment courses have also been added to the summer school program. At the elementary and middle school level, students enroll in humanities or STEM courses which integrate project-based learning opportunities for students to extend these areas of interest.

In some cases, the programming options described above are not adequate to address the learning needs of gifted students; students may demonstrate underachievement or inadequate growth/progress. In these situations, the teacher(s) may refer the student to the building MTSS team for further review and intervention. These interventions are then reflected in the student's ALP, and progress is monitored for effectiveness of intervention. The district has also established a process to determine if grade-level acceleration is an appropriate intervention. The acceleration procedure is provided on the district website (in the Family Resource Documents on the Gifted Program page and in the Gifted Handbook for staff). This process has been implemented multiple times, and grade-level acceleration has been identified as an appropriate intervention for several of these students.

To further support students as they transition between school levels (elementary to middle and middle to high), building gifted coordinators have collaborated to develop transition field trips. 5th grade students and their gifted coordinators travel to their respective middle school to hear from 6th grade gifted students about programming options at the middle school level. The 5th grade students meet in small groups with several 6th grade students to hear answers to pre-submitted questions about middle school and then have the opportunity to ask additional questions. The middle school gifted coordinator also has the opportunity to meet the incoming students and provide them with information about her role and how she can support them. A similar field trip occurs for 8th grade students getting ready to transition to high school. 8th grade students from both middle schools attend a field trip to Fountain-Fort Carson High School to get a tour of the school, learn about advanced classes, hear about specific opportunities for gifted students, and meet the high school gifted facilitator. This field trip is again conducted in a small group setting and is led by high school students. Additional information regarding transition needs and course recommendations is also



---

communicated between building gifted coordinators and through the end of year Advanced Learning Plan.

**Targets:** Gifted programming is growing and expanding in the district; however, areas for improvement have also been identified and are currently being implemented. Although no improvement targets were indicated in the C-GER, the district seeks to further develop programming through the following efforts:

- Increased emphasis on student and parent involvement in ALP development is a focus of current professional development. Through these efforts, student interests, strengths, and choice are more comprehensively being addressed and targeted.
- Student self-advocacy skills are more effectively addressed at all levels through ongoing guidance and support with teachers, counselors, and administrators.
- Professional development for teachers to further acquire instructional strategies (both academic and social-emotional) to better differentiate instruction is addressed in both the district and gifted program staff development plans. Increasing the instructional repertoire of staff is vital to meeting the learning needs of gifted students. Professional development will be provided at both the district and building levels to address these needs.
- As students transition from elementary to middle and middle to high, the district will ensure that families and students have opportunities to learn about the gifted programming options in the new school each spring. A point of contact for course selection and overall support will also be established at this time.
- Programming best practices and necessary components (both academic and affective) will be further defined and communicated with all schools to ensure consistency and alignment of instruction across the buildings.

---

## Evaluation and Accountability Procedures

Gifted student performance data is embedded in Fountain-Fort Carson's Unified Improvement Plan (UIP), and gifted education assurances are reported on the UIP gifted education addendum. Multiple data sources provide ongoing progress monitoring of student growth. These data sources include Scantron Performance series, Illuminate interim assessments, district common assessments for English Language Arts (ELA), grading rubrics, portfolios, curriculum-based measurements/formative assessments, class grades, and state assessments (CMAS, SAT, PSAT). This data is analyzed at both the district and building levels to determine annual performance targets, develop action plans to meet these targets, and define a timeline by which to report progress towards the targets. Performance data for gifted students is disaggregated for the following sub-groups: students qualifying for free and reduced lunch, gender, ethnicity, students identified as English language learners, and students identified as twice-exceptional.

Scantron Performance Series assessments for reading and math have been administered at the beginning, middle and end of year to provide analysis of student achievement and growth throughout the year. Beginning in the 2019-2020 school year, the district will utilize Illuminate interim assessments at the beginning, middle, and end of year to analyze student achievement and growth. The district ELA assessment is given in the fall and spring to provide feedback to both students and teachers regarding student progress and instructional needs in reading and writing. Portfolios of student work are collected throughout the year to demonstrate student conceptual understanding and application of learning (this is particularly evident in the areas of writing and visual arts). Rubrics and checklists are used throughout the year to evaluate student acquisition of learning targets in the areas of mathematics, ELA, social studies, and science.



As part of an effective teaching and learning cycle, teachers in Fountain-Fort Carson utilize the Colorado Academic Standards to identify clear learning targets and set measurable success criteria. Instruction is collaboratively planned, and formative assessment is incorporated throughout the instructional process to determine student acquisition of the target and potential differentiation needs. These formative assessments are frequently developed collaboratively and then analyzed by grade level/content level teams to evaluate student learning and determine future instruction. The continual growth of all students is the bar by which success is measured. Affective growth for gifted students is also a priority. This is measured and monitored through student surveys and the individual student's affective goal in the Advanced Learning Plan and/or Individual Career and Academic Plan.

Student performance and growth results are reported to stakeholders throughout the year. Families receive a report card at the end of each quarter, and regular progress reports are sent home at least every 4 weeks. Following state assessment, families receive the state parent report detailing their student's performance (and growth when applicable). The Advanced Learning Plan (ALP) is developed in the fall, and progress towards ALP goals is monitored at February parent/teacher conferences and officially reported at the end of the school year. Each school has an Accreditation Committee which reviews the achievement and growth data for students throughout the school year; this includes disaggregated data indicating the performance of gifted students (when applicable). The District Accreditation Committee also reviews gifted student performance data each year.

At the secondary level, additional resources guide the evaluation and accountability component. Many gifted students participate in Advanced Placement (AP) courses which culminate in the completion of the AP exam. These results provide another source of data analysis demonstrating student achievement and learning. Concurrent enrollment opportunities are also provided to secondary students, and student grades and course completion are analyzed to determine achievement. The Individual Career and Academic Plan (ICAP) provides each individual student with an evaluation of performance and goal-setting tasks to plan future learning. Fountain-Fort Carson utilizes the Naviance system to provide all secondary students with this opportunity to monitor their learning and set their own learning targets, and the Advanced Learning Plan (ALP) is incorporated into this comprehensive student plan at the middle and high school level.

Fountain-Fort Carson continually evaluates the gifted program and seeks opportunities for improvement. Each school in the district has a gifted coordinator as well as an administrator who is assigned to supervise program implementation in the building. This group meets throughout the year to review program elements, receive and provide professional development, and network to increase programming opportunities and knowledge across the district. In 2015, the Colorado Department of Education (CDE) completed the Colorado Gifted Education Review (C-GER) for the district. Through this process, the district completed a thorough program Self-Evaluation which, in combination with the C-GER report, has provided a guide for program improvement efforts. In September of 2016, each building completed another self-evaluation to determine strengths and areas for improvement. The district also surveyed families and students to gain stakeholder feedback and perspective. This information was reviewed by the advisory committee developing the Gifted Program Plan (advisory committee included parents/guardians, teachers, gifted coordinators, and building/district administrators). Additional goals for both district and school gifted programming have been established in August of each subsequent school year by building gifted coordinators and administrators. The gifted program and these new goals have continued to be monitored by gifted coordinators and building/district administrators in May 2018, January 2019, and April 2019. The findings of the 2016 committee, in conjunction with analysis of student performance and subsequent



---

feedback from building gifted coordinators and administrators, have been utilized to identify the following next steps.

Target: Although no improvement targets were indicated in the C-GER, the district seeks to improve our gifted program through the following next steps:

- Review of 2017-2018 state assessment data indicates that FFC8 gifted students identified in reading performed higher than gifted students identified in reading across the state on CMAS ELA. 58.7% of FFC8 gifted students identified in reading scored Exceeded on CMAS ELA, and 48.2% of state gifted students identified in reading scored Exceeded on CMAS ELA. FFC8 gifted students identified in writing performed slightly below gifted students identified in writing across the state on CMAS ELA. 48.8% of state gifted students identified in writing scored Exceeded on CMAS ELA, and 42.9% of FFC8 gifted students identified in writing scored Exceeded on CMAS ELA. 38% of all FFC8 gifted students scored Exceeded on CMAS ELA in grades 6-8, while only 25% of all FFC8 gifted students scored Exceeded on CMAS ELA in grades 3-5. Additional areas for monitoring in ELA performance include students receiving free and reduced lunch and male students. This data, in combination with district and grade level assessment, will be analyzed at each building to develop specific strategies for improving performance of all gifted students as well as any noted achievement gaps in sub-group performance.
- Review of 2017-2018 state assessment data for math indicates a more significant gap between FFC8 gifted math students and gifted math students across the state. 34.1% of state gifted students identified in math scored Exceeded on CMAS Math, and 18.9% of FFC8 gifted students identified in math scored Exceeded on CMAS Math. 20% of all FFC8 gifted students scored Exceeded on CMAS Math in grades 3-5, while only 7% of all FFC8 gifted students scored Exceeded on CMAS Math in grades 6-8. Additional areas for monitoring in math performance include students receiving free and reduced lunch and female students. This data, in combination with district and grade level assessment, will be analyzed at each building to develop specific strategies for improving performance of all gifted students as well as any noted achievement gaps in sub-group performance.
- The district will develop a consistent and comprehensive process to measure student affective growth. Strategies include developing a beginning and end of year student survey to guide social-emotional programming and provide a means for comparing student rating of social-emotional status with beginning of year data. Furthermore, ensuring the consistent and ongoing involvement of school counselors and/or school psychologists is necessary to meet the social-emotional needs of gifted students. Training will continue to be provided to these staff members.
- Program evaluation tools and processes will continue to be refined and implemented to ensure the growth of gifted programming across the district.

---

## Personnel

The district employs a 0.4 FTE district Coordinator of Gifted Programming who is endorsed in gifted education to administer and monitor the implementation of the district's gifted program. Furthermore, the district Student Achievement Department actively supports gifted programming. Across the district, each elementary school and Welte Education Center have a gifted education coordinator who receives a stipend to support the implementation of gifted programming in his or her building. Two of these coordinators have an endorsement in gifted education. Additionally, two teachers at the secondary level are currently working towards a master's degree in gifted education. There is also an administrator in each building assigned to oversee gifted programming



for the school. At the secondary level, the position of a gifted education teacher/coordinator has been added as a full-time FTE at Fountain-Fort Carson High School and Fountain Middle School. A 0.5 FTE has been assigned to Carson Middle School. The coordinators at both Fountain-Fort Carson High School and Fountain Middle School hold an endorsement in gifted education. The district collaborates with area universities to share information about advanced degree programs which contribute to the development of qualified personnel, and one hundred percent of core academic teachers are highly qualified to teach in their content areas. No paraprofessionals are employed to support gifted programming.

Gifted education coordinators meet approximately once a month to collaboratively develop and implement the district's gifted program. Professional development is provided for coordinators throughout the year, and they take this learning/resources back to their buildings to share with staff. Additionally, coordinators share feedback and observation regarding professional development needs in their building. This information is utilized to develop and implement district level training opportunities. Recent topics of these trainings are as follows: characteristics of gifted students, differentiation strategies, meeting the social-emotional needs of gifted students, standards-aligned ALPs, inquiry-based learning opportunities, STEM, underachievement, and perfectionism. Professional development is provided in the evenings and occasionally during the school day. Continuing education credits are provided for completing training, and substitute coverage is provided as necessary. Gifted education coordinators, classroom teachers, school counselors, and administrators are all involved in these learning opportunities. All professional development is provided in alignment with the gifted program plan and the UIP.

The district also participates in regional and state professional development offerings. In the 2018-2019 school year, 5 building level coordinators and the district Coordinator for Gifted Programming attended the CAGT conference in October. Additional regional professional development included training on elementary advanced literacy using Jacob's Ladder resources, cultivating curiosity in gifted students, and underachievement. The high school gifted coordinator and district Coordinator for Gifted Programming also attended a regional training related to gifted programming at the secondary level.

As teachers attend professional development to refine their skills in differentiation strategies, inquiry-based learning, student facilitated learning, etc., they more effectively meet the needs of their students. Administrators receive regular reports indicating the training in which their staff has participated; this allows administrators to provide targeted feedback to teachers regarding implementation of strategies supporting gifted students. The Gifted Handbook, which is provided on the district website, serves as a compilation of information and resources and also supports gifted education programming.

Target: Although no improvement targets were indicated in the C-GER, the district seeks to further develop personnel through the following efforts:

- Increase the number of teachers endorsed in gifted education and/or completing advanced degrees in gifted education. All correspondence from universities and colleges with regard to gifted education coursework is forwarded to building administrators for dissemination in their school.
- Continue to provide professional development for teachers in differentiation strategies and understanding the characteristics of gifted students
- Provide ongoing opportunities for gifted coordinators to collaborate with classroom teachers for planning and lesson development



---

## Budget

---

Fountain-Fort Carson School District submits an annual budget for gifted education. The district has also applied for and been awarded the Universal Screening and Highly Qualified Personnel Grant for the past several years. Additionally, for the 2016-2017 and 2017-2018 school years, the district has contributed more than 60% of the total budget. These state and contributing district funds are used to support the program plan in the following ways:

- .4 FTE for gifted education coordinator
- Universal screening utilizing the Cognitive Abilities Test Form 7 (CogAT 7) at three grade levels: 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup>
- Stipends for gifted education coordinators in each school
- .5-1.0 FTE for gifted education teachers at the secondary level
- Professional development for teachers - differentiation strategies, characteristics of gifted students, meeting the social-emotional needs of gifted students, inquiry-based learning strategies, STEM, underachievement, perfectionism, etc.
- Substitute coverage for teachers to attend gifted education professional development and/or attend ALP meetings
- After school enrichment activities - Robotics Clubs, Math Club, STEM Club, Book Club, etc.
- Extension and enrichment activities during the school day for gifted students
- Field trips
- Curriculum resources for gifted programming
- Supplies and materials to support gifted programming
- Gifted program family involvement activities and events
- Fees for students to participate in the Western Academic Talent Search
- Supplies to support identification of gifted students in the talent areas

The gifted program budget reflects the needs, goals and targets of the program plan which operate in alignment with the district UIP. Gifted funds are allocated to each school in the district based upon enrollment. The district budget is shared with stakeholders during advisory committee meetings. Schools have the discretion to allocate building gifted funds based upon their individual analysis of gifted programming needs. The district Coordinator of Gifted Programming oversees budget expenditures to ensure they are in accordance with state rules.

---

## Reports

---

Fountain-Fort Carson School District complies with all aspects of reporting requirements in rule 12.03. The current bi-annual plan, through the integration of gifted student performance in the UIP, is on file at the Colorado Department of Education. The district complies with the rules and requirements of accreditation with regard to gifted student achievement, identification of disparities in the data, instructional goals, and growth and reporting. The district completes and submits all budget proposals, revisions, and expenditure reports to the Colorado Department of Education in a timely manner. Accurate information is reported annually through the data pipeline regarding the number of identified students by grade, gender, ethnicity, free and reduced lunch status, and twice exceptionality.

Target: Although no improvement targets were indicated in the C-GER, the district seeks to further develop the program through the following efforts:



- Continued monitoring of student gifted identification information in both the Advanced Learning Plan as well as student coding in the electronic database system Infinite Campus to ensure alignment with state gifted identification categories and accuracy of identification categories as new student data is reviewed and areas of identification are added.

---

## Record Keeping

---

As described in the Advanced Learning Plan Content section, every identified gifted student has an ALP which is reviewed and rewritten each year. At the elementary level, the ALP is developed using the electronic database Alpine Achievement System. This system provides an electronic record of all Advanced Learning Plans created over the years, and it allows educators easy access to review previous learning goals and interests of current students. The ALP developed in the Alpine Achievement System integrates ongoing student achievement and growth information using the data warehouse component of the system. This empowers educators to understand the student's performance trends/growth over time and thereby develop more strategic goals and interventions to maximize this growth. The ALP is shared with families and a signed hard copy of the plan is then added to the student's cumulative education record. A copy of the ALP is provided to families following the ALP meeting. The ALP is considered a formal educational plan, and as such, it is maintained following all guidelines of confidentiality. ALPs are never emailed to families, and they are maintained in a secure location (printed documents are kept in a locked cabinet).

At the secondary level, a gifted identification document is maintained each year within the electronic database Alpine Achievement System. This allows for the updating of assessment data and identification data contained within the Synthesis Body of Evidence. A hard copy of the identification document is added to the student's cumulative education record each year once it has been updated. The remainder of the ALP is integrated with the student's ICAP using Naviance. Educators are able to access students' ICAP information to review current and previous learning goals of students. Families are also able to view their student's ALP and ICAP within the Naviance system.

As students transition from school to school within the district, the electronic file is transferred to the receiving school and the cumulative records follow. As students leave the district, the cumulative file is sent to the receiving district upon parent request/release. Electronic records are maintained internally in accordance with all guidelines for educational records. The cumulative file (including ALP records, identification paperwork, and referral information) for students who graduate from the district and/or leave the district with no follow-up request for records is maintained according to guidelines for educational records and then destroyed (shredded) after the required time period.

An inventory of resources purchased with gifted education funds is maintained and monitored throughout the year. These resources include gifted education curriculum resources, teacher materials, and student materials.

---

## Procedures for Disagreements

---

The district has identified procedures for resolving disagreements with parents/guardians, students or teachers with regard to identification, programming and ALPs. Information detailing this procedure is available in the GT Family Handbook and in the Family Resource Documents located on the Gifted Programming page(s) of the district website. The family handbook details the Appeals



---

Process for an identification decision. The Appeals Process is also included in the Gifted Handbook for staff.

The appeals process is as follows:

A parent/guardian, student or teacher has the right to appeal the identification recommendation made by the LIGHTS Identification Team. To initiate an appeal process the appellant should contact the building principal and complete the necessary appeal forms.

Appeal documents will include a completed Appeal Request Form and any other additional assessment information or student performance examples that were not part of the original screening process. This information should be returned to the building principal. Once the documents have been received by the school, the LIGHTS Identification Team will reconvene to review the new documents. The appellant will be a part of this review screening and have the opportunity to further explain the reasons for the appeal and answer any questions the committee may have. The district GT Coordinator may be invited to attend this meeting at the school or family's request. The team will consider the new information and render a decision. If the appellant is still not in agreement with the recommendation, he / she will contact the district GT Coordinator to review the identification process. It is the goal of FFC8 to meet the needs of all students and provide every student with a challenging and enriching learning experience. The goal of the appeal conference is to ensure the student's needs have been accurately assessed and instructional strategies are implemented to meet the student's unique needs. A student may be reevaluated for gifted identification on an annual basis when new assessment data become available.

Methods to express concerns, issues, and disagreements with programming (including ALP development, accommodations, etc.):

- Yearly ALP meeting in the fall (Teacher, GT Coordinator, Parents/Guardians, Students, Building Administrator, and Counselors)
- Parent Teacher Conferences (October and February)
- Parent/Teacher request of Additional ALP meeting
- Phone call and/or email to classroom teacher, building GT Coordinator, and building principal
- Phone call and/or email to District GT Coordinator

Target: Although no improvement targets were indicated in the C-GER, the district seeks to further develop the program through the following efforts:

- Parents will receive a notice of parental rights during the initial ALP meeting (this includes the GT Parent Handbook, the ALP brochure, and the Gifted Program Brochure)

## Monitoring

---

The district complies with all applicable state and federal laws and regulations regarding the gifted program plan, identification and special education services for gifted students. The district definition of a gifted student is in alignment with the state definition. Following identification, student programming is provided in accordance with this definition. The district monitors the annual and comprehensive program plan through the Unified Improvement Plan (UIP). The district accreditation team provides guidance and feedback for the district UIP and budget priorities. Strategic actions defined in the UIP are monitored and evaluated throughout the year. Building teams, in collaboration with the District's Gifted Coordinator, monitor annual enrollment and



performance reports to ensure that gifted identification appropriately includes underrepresented and diverse populations of students and that all students identified as gifted are demonstrating reasonable growth and achievement towards academic goals.

The district completed a thorough Self-Evaluation process for the 2015 C-GER and has taken action to correct all areas identified as non-compliant.

Targets: The C-GER process identified the following area as non-compliant: Identification

- Identification procedures for the defined talent areas must be completed and implemented
- Measures and processes to increase identification in underrepresented groups must be applied

Steps taken to address these areas are as follows:

1) The district has created identification procedures for all the specific talent areas. To date, students have been referred for identification in the following areas: dance, music, visual arts, creativity, and psychomotor. The identification procedures for these 5 areas have been implemented, and students have been identified in the areas of dance, music, visual arts, and creativity. The district is also actively looking to refer students for identification in the areas of leadership and performing arts. Resources have been allocated to purchase assessment materials, including the Musical Aptitude Profile, the Advanced Measures of Music Audiation, the Intermediate Measures of Music Audiation, the Torrance Tests of Creative Thinking, and the Profile of Creative Abilities. Fountain-Fort Carson has also collaborated with other districts in the Pikes Peak region to develop a biannual regional performance assessment day, Talent Identification for Pikes Peak.

2) Universal screening utilizing the Cognitive Abilities Test Form 7 continues for 2nd, 5th and 8th grades. The district continues to define identification in General Intellectual Ability for students who have a qualifying cognitive score but no other body of evidence indicating gifted performance; follow-up training will be provided for district staff. The district continues to provide professional development for staff in the characteristics of gifted students, particularly those from underrepresented groups - students of poverty, English language learners, twice exceptional students, etc. Identification of gifted students in the talent areas continues to help with the identification of gifted students from diverse backgrounds.