

## Glossary of Terms

**Advanced class** – Course taught at a more rigorous level, at a faster pace, and/or with higher level curriculum materials. May also be called an Honors or Pre-AP class. Fountain-Fort Carson High School also offers Advanced Placement (AP) courses.

**Compacting** – Shortens or eliminates work the student already knows. It gives students additional time for deeper learning.

**Cluster grouping** – Grouping students with other gifted students. Working with “like-ability” peers.

**Differentiation** – Adapting the pace, level, or kind of instructional curriculum to meet each student’s individual learning needs, styles, or interests.

**Enrichment** – Challenging learning opportunities that are tied to a theme or topic of study.

**Extension** – Moving beyond the regular grade level curriculum to a higher and deeper level of learning.

**Higher Level** – Asking students to use a higher level of thinking, reasoning, and problem solving. Moving a student from just knowing or comprehending a fact, to a level of application or evaluation of information. Increasing the complexity of learning.

**Pull-out programs** – When gifted children leave their regular classroom to attend a specialized class with a resource teacher.

### Areas of Gifted Identification:

**Specific Academic Aptitude** – Content areas for specific academic aptitude include: reading, writing, mathematics, science, social studies, and world language. Relevant academic goals that address the student’s profile of strengths as well as interests will be addressed in the ALP.

**Specific Talent Aptitude**– Talent domains include visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Annual measurable, attainable goals will be written to address student’s areas of strength and interest.

**General Intellectual Ability**—Student demonstrates exceptional cognitive potential on a cognitive abilities test. He or she **MAY** or **MAY NOT** have an academic strength. Programming will address the areas of strength and interest as well as any documented achievement gaps.

## Questions to ask at the ALP Meeting

**As a parent/guardian of a gifted student, you will receive a newly revised ALP each school year. We ask that you meet with school personnel to review the ALP and sign a copy of the ALP that will be placed in your student’s records.**

Here are some questions you may want to ask at your student’s ALP conference.

- As the teacher, what do you feel are my student’s strengths and areas for growth?
- How did you determine my student’s academic goal? How will you monitor his/her progress in meeting the goal?
- How will you determine if my student attained his/her goal?
- How can I support my student at home and support what you are doing in the classroom?
- Do you have concerns about my student?

## ALP Goal Progress

Students will self-reflect on their academic and affective ALP goal progress in February and May. Goal progress will be communicated during February Parent/Teacher Conferences and in the final ALP, which will be mailed home to families at the end of the school year.



### FOUNTAIN-FORT CARSON

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FOUNTAIN-FORT CARSON  
SCHOOL DISTRICT

## Family Guide to the ALP



Learning & Instruction for  
Gifted, Highly-capable, and  
Talented Students

## What is an ALP?

An Advanced Learning Plan, otherwise known as an ALP, is a written record of gifted programming utilized with each gifted child and considered in educational planning and decision making within the state of Colorado. The Revised Rules for the Administration of the Exceptional Children's Educational Act mandate formally identified students in Colorado have an Advanced Learning Plan.

Gifted education is not a federal mandate, and therefore, gifted identification and programming vary dramatically across the nation. Some states may not recognize or honor a gifted identification made in another state, and many states do not write formal education plans for identified students. Some states consider gifted students a subgroup of special education and therefore write an IEP (Individual Education Program) for identified students. If a child moves to Colorado with an IEP for gifted education, most districts deny the IEP and create an ALP to reflect programming goals and services that will be provided in the new Colorado school. Likewise, if an identified gifted child moves from Colorado, the receiving school may or may not honor the gifted identification made within Colorado and may not accept and acknowledge the ALP as a formal education plan. Providing the ALP to the new school is still important to document how your student was identified and services he/she received in FFC8.

## Families as Partners in the ALP

As the parent/guardian of a gifted student, you play an important role in the creation of the ALP. Your input is valuable and important. Families know their student the best, and feedback is essential in helping the school meet the student's academic, social, and emotional needs.

Prior to the ALP conference you may receive a family questionnaire. We kindly ask that you answer these questions as thoroughly as possible and return it to the building GT contact. If you don't receive a questionnaire, you will be asked some guiding questions during the ALP conference. These questions include:

1. When did you first become aware of your student's strengths? What type of behaviors did you observe in your student that indicated a specific gift or talent?
2. Please describe your student's interests. Is there a subject in which your student is passionate? Is there a topic he/she knows a lot about?
3. Does your student have a specific goal he/she is working towards?
4. Does your student participate in any activities outside the school setting? If so, please describe these activities.
5. In what ways do you support your student's academic strengths at home?
6. Do you have any concerns about your student's current academic, social, or emotional growth?

## Parts of the ALP

**Background Information:** Includes student Interests, likes, and dislikes of the student, as well as personal goals the student is working towards attaining.

**Assessment Scores:** A compilation of recent academic data from Fountain-Fort Carson District 8 (FFC8) to include state tests, district assessments, and cognitive tests.

**Extra Curricular:** A summary of all sports, activities, and clubs the student participates in after the school day or in the summer.

**Parent Involvement:** Describes how the family supports the child within the home setting and the activities, clubs, or programs the family supports the student in beyond those provided at school.

**Synthesis of Body of Evidence:** Describes the data that was used to identify the child as a gifted student in FFC8.

**Gifted Identification:** Indicates when the student was identified in FFC8, the state category of identification, and the indicators of identification. Indicators include a cognitive assessment score, criterion or norm-referenced tests (academic achievement and/or creativity and specific talent tests), norm-referenced observation scales, and performance evaluations.

**Academic Goals:** Classroom teachers write goals in the SMART goal format. That means the goals must be specific, measureable, attainable, realistic, and timely. Goals describe the type of academic content the student will receive, when and where they will receive instruction, and how their instruction may be different from that of their grade level peers.

**Affective Goals:** Classroom teachers write goals in the SMART goal format. That means the goals must be specific, measureable, attainable, realistic, and timely. Goals reflect the development of personal, social, communication, leadership, and/or cultural competencies. The goals will also describe when and where the student will receive instruction related to these goals.

**Summary of Recommendations:** Summarizes recommended services and instruction for the student and details when the ALP will be reviewed.