Elizabeth School District

Colorado Gifted Education Review Results

Administrative Unit Timeline Template

Gifted and Talented UIP

2015-2016

Strengths

- The district acknowledges that they are working hard to develop all of the components of a GT program and are open to guidance that will help them identify priorities for future growth and development.
- Staff are caring and dedicated to their students.
- Stakeholders are positive about changes currently being considered and are looking forward to best meeting the needs of gifted students.
- The district has identified a school liaison at each building to coordinate gifted education and to advocate for GT students; the liaisons are a support for parents, teachers, and students. The liaisons meet with the Special Education Director and Gifted Educational Regional Consultant monthly to improve gifted education in the district.
- The district applied for and received a grant to fund universal screening at second and sixth grades and to hire a half-time gifted education coordinator.
- The district is working on a Gifted Education Handbook that will be communicated to stakeholder groups once it is completed.

Next Steps – Two Areas Identified

- Identification
  - Provided evidence of the use of a complete body of evidence, as defined in the Rules for Administering the Exceptional Children’s Education Act (ECEA), for identification in all categories of giftedness so that identification is continuous K-12.
  - Institute Identification review teams as described in the Gifted Education Guidelines on the CDE Gifted and Talented Website.

- Personnel
  - Address the inconsistency in programming created by high staff turnover, provide evidence of annual training for district leadership and teachers in knowledge of gifted student characteristics, effective instructional practices,
analysis of gifted student achievement test data. Provide evidence of implementation of these practices.

- Train unendorsed gifted education staff and increase their skills by providing the necessary support for them to take classes and/or participate in regional professional development so they can provide leadership to their schools and strengthen the district program.
- Review Rules for the Administration of the Exceptional Children Education Act with administrators, school counselors, and classroom teachers and use the Gifted Education Guidelines to implement these rules.

The report contains 11 indicators and has a description of current practices for each indicator as well as strengths and next steps for each area. A copy of this report as well as the GT UIP and Improvement Plan will be posted on the website.

The review team communicated very clearly that we should target two areas and develop a plan and timeline to get the two areas in compliance with state guidelines. The timeline is attached.

The Gifted and Talented UIP addendum is also aligned closely with the expectations set forth in the report.

Next Six Months

- April 15th, 12:00-4:00 Coordinator Interviews
- April 15th, Grant submission for next year .5 District Coordinator funds
- April 24th, Depth and Complexity training for 96 staff members at EHS
- May 26th, Body of Evidence Identification training for building liaisons and interested staff
- June Pilot Summer STEM Camp for students to build a body of evidence
- July collaboration with District Coordinator and Direct to identify yearly goals
- August identify professional development activities and meeting dates and get on calendar with coordinator and liaisons
- September begin work with building staff to drill down PD to teacher student level