



Standards Based ALPs

Affective

The purpose of affective goals is to assist gifted students in developing habits and skills of success. Such habits and skills align with the district's Profile of a Graduate and the National Association of Gifted and Talented standards of:

- Personal competencies
- Social competencies
- Leadership competencies
- Cultural competencies
- Communication competencies
- College and Career guidance (Affective goals dealing with college and career can be recorded and monitored through the student's Individual Career and Academic Plan (ICAP) housed in the student's personal College in Colorado account.)

Personal competencies such as understanding what it means to be gifted including characteristics, learning styles, overexcitabilities and executive function skills are often the focus of affective standards. Some affective goals are strength based, focusing on how to improve upon their natural abilities. Other times, a student might be weak in a specific competency area that interferes with his or her personal or academic goals, so that impediment can be addressed through an ALP goal.

Academic

Academic goals provide impetus for instruction and learning that is commensurate with the gifted student's ability and potential in his or her area(s) of identified strength. Goals are based on the Colorado Academic Content Standards that students work to master at or above grade level in the classroom. Advanced Learning Plans that include standards are directly related to what the student is learning throughout the school year as opposed to being isolated and irrelevant.

Best Practices in Gifted Education:

Classroom instruction that follows best practices in gifted education is important to the success of gifted students' learning and growth as measured through the advanced learning plan. Best instruction includes, but is not limited to:

- Acceleration/Grouping
- Pre-testing
- Inquiry using Depth and Complexity
- Reinforcing habits, practices and skills necessary to "become an expert"
- Facilitating the student making interdisciplinary connections
- Allowing faster instructional pacing based on the student's rate of acquisition
- Providing alternate ways to learn and perform based on verbal, quantitative, and nonverbal thinking and learning styles.

Leveled ALP Goals Explained

At the elementary and middle school levels, ALP academic goals are determined by the achievement and class performance of the gifted student. ALL goal levels include all school-wide support for students and ALL gifted students will be on the group email list and invited to optional, extended learning opportunities throughout the year.

Level 1: On Target

Students in this group **will NOT be asked to develop individualized goals** as part of an Advanced Learning Plan (ALP) but will have general academic and affective ALP goals for growth. A student in this category currently does not need direct guidance or oversight in terms of academic achievement and is successfully managing his/her workload independently in advanced or accelerated classes/groups to realize high potential, as evidenced by quantitative and qualitative data. The classroom teacher and GT Liaison will **check on progress midyear and end of year to be sure the student is still on target.**

ACADEMIC Level 2: Targeted Goal

Students at this level receive daily advanced and differentiated instruction in their area of identified giftedness. They **will have individualized academic and or affective goals** as part of an Advanced Learning Plan (ALP) based on their test scores and classroom performance. Once students have developed their ALP, the classroom teacher and GT Liaison will **check quarterly on progress** towards goal(s) and other needed support.

ACADEMIC & AFFECTIVE Level 3: Intensive Support

Note: These goals must be written as SMART goals: Specific and including Standards; Measurable; Achievable; Reasonable and Relevant; Timely.

This is the most supportive level. Students may or may not be in advanced classes based on performance and achievement. Student data, teacher observations, parent and student input indicate the student is not achieving at a level commensurate with his/her high potential due to, but not limited to, any of the following skill deficiencies:

1. executive function skills
2. communication skills
3. social skills
4. content-concept knowledge and/or understanding.

The student will have a Level 2 goal. In addition, a face to face (live webcam is acceptable) meeting between the parent, student, and teacher is required along with any other school professionals who might be part of the action plan for a support goal. The supplemental support goal addresses the student's inability to achieve at a



level of high potential. (If the student has been identified in more than one academic area, this additional goal might apply to all areas, eliminating the need to write different additional goals for each area.) Once students have developed their ALP, the classroom teacher and GT Liaison will, **at a minimum, check quarterly on progress** towards goal(s) and other needed support.

ACADEMIC Level 3: Extended Independent Goal

The student **must have a Level 1 or 2 Goal**. In addition, evidence indicates the student is a highly motivated, organized, and independent learner who wants to **set an extended learning goal** in an area of interest that **can be achieved outside of school**. This goal can be related to a student interest in or outside the identified academic area of giftedness. This goal will be monitored and evaluated by the parent and/or an “expert” adult who has experience in the skills required to reach the goal. **The parent, expert, and student will write the goal together and the adults will monitor the student’s progress**. When completed, the student will set a time with the teacher to present the evaluation and the final product or outcome of the goal. **The goal must be written and given to the classroom teacher by fall parent teacher conferences**, so the goal can be entered into the Infinite Campus system.

The classroom teacher is not responsible for any part of the goal attainment, but will record the goal in IC **check with these students midyear and end of year** to allow the student to share what is being learned.

High School ALPs



At the high school level, ALPs are written based on the student's career interests. A four-year plan that spells out the courses, internships, and affective skills necessary for the student to be ready upon graduation to enter college, trade school, or the workforce. Plans are written when the student enters the ninth grade and are monitored twice a year by the building gifted liaisons. Each year the plan is updated and revised with input from the student.