

Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

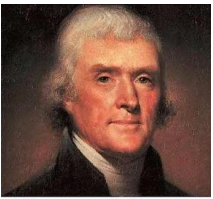
Character Development and Academic Excellence



James Irwin Charter Academy Gifted Education Program Plan

September 30, 2015

Amanda Varbel, Student Services Coordinator



Thomas Jefferson

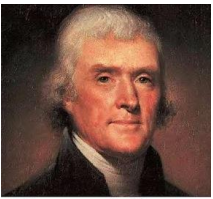
JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



Table of Contents

<u>School Communication Narrative</u>	3
<u>Definition</u>	3
<u>School Defition of Gifted Kids</u>	3
<u>Identification</u>	5
<u>School Identification Narrative</u>	5
<u>Programming</u>	9
<u>School Programming Narrative</u>	9
<u>Evaluation and Accountability</u>	12
<u>School Evaluation and Accountability Narrative</u>	12
<u>Personnel</u>	13
<u>School Personnel Narrative</u>	Error! Bookmark not defined. 4
<u>Budget</u>	15
<u>School Budget Narrative</u>	15
<u>Record Keeping</u>	16
<u>School Record Keeping Narrative</u>	16



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



School Communication Narrative:

James Irwin Charter Academy (JICA) is committed to providing rigorous education in academics, leadership and social/personal competence. Our school design is based around our mission to “help guide students in the development of their character and academic potential through academically rigorous, content rich educational programs.” We believe that all students can learn and want to learn. Our unique direct instruction model delivers challenging and rigorous academics in reading, math, language arts, Core Knowledge and our Character First curriculum. The goal is to ensure the student is successful both academically and socially to become better equipped citizens within our community.

Parents are informed of all services provided at JICA, to include Gifted and Talented, at an Informational Mandatory Show Date meeting prior to the beginning of the school year. In addition, the Gifted and Talented Policies and Procedures are posted on the James Irwin Charter Academy website for review. Parents are encouraged to bring questions to the GT Coordinator for supports in accessing brochures and additional online resources; to include, Colorado Charter School Institute and Colorado Department of Education websites.

Teachers at James Irwin Charter Academy are made aware of the “Distinguishing Characteristics of Gifted Children,” (E.Nielsen, Albuquerque Public Schools Gifted Task Force. 1999), which is discussed during professional development training. In addition, all teachers to include the ELL Coordinator are aware of the qualifying data of 95th percentile or higher on cognitive, standardized tests or behavioral inventories (superior ratings). If a teacher suspects giftedness, a GT referral form is provided to the professional team. The team will then decide next steps, to collect additional data to include in the body of evidence required for GT qualification.

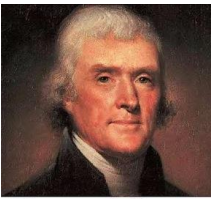
12.02 (1) (a) *The program plan shall describe how the administrative unit(school) will communicate to parents and educators about available gifted programming options within the administrative unit and how those options may be accessed.*

Definition:

CSI utilizes the definition specified in section 12.01(9) of the rules for the administration of the Exceptional Children’s Educational Act (1 CCR 301-8) as stated below.

School Definition of Gifted Children

Gifted Children means those persons 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 children are hereafter referred to as gifted students.



Thomas Jefferson

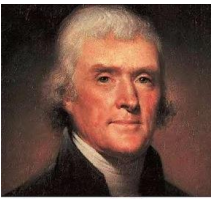
JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, 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:

Area of Giftedness	Definition	Criteria
General or Specific Intellectual Ability	Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).	Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.
Specific Academic Aptitude	Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).	Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.
Creative or Productive Thinking	Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).	Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.
Leadership Abilities	Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills,	Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



	problem solving, inter and intra-personal skills and a sense of responsibility, etc.).	
Visual Arts, Performing Arts, Musical, Dance, or Psychomotor Abilities	Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).	Visual arts, performing arts, musical, dance or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or ninety-fifth percentile and above on standardized talent-tests.

12.02 (1) (b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted and talented student” specified in section 12.01(9) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described.

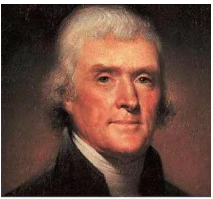
Identification:

School Identification Narrative

JICA acknowledges that giftedness exists within all sub-groups of our population. JICA is a Title One school with a population of 52% free and reduced lunch. At present, approximately 4% of our population is identified as Gifted and Talented. Our identified students are diverse in socioeconomic background, gender and ethnicity. The administrative team, general education teachers and ELL Coordinator work in collaboration with the GT Coordinator to help identify students who demonstrate characteristics of giftedness; to include students that may have language or other barriers.

Parent Request

At JICA, a variety of referral tools are used to support staff in identifying students with gifted characteristics. One method of referral is “parent request.” If a parent suspects their child to be “gifted,” they are provided the Gifted and Talented Referral Process by the Student Services Coordinator. At this time, they are informed of cognitive, academic, or talent criteria needed to meet the state Gifted and Talented criteria. Parents requesting “Early Access” are provided Early Access procedures that include required portfolio, cognitive and academic data to meet “highly gifted” requirements (97th % ile and above) needed for early entrance into Kindergarten. James Irwin is not responsible for cognitive testing for early admittance. Parents can seek outside supports through private professionals or pay James Irwin \$100.00 per hour for the administration of the cognitive assessment.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



Teacher/Administrator Referral

Overall, the staff at JICA analyzes student assessment data, parent(s) and teacher feedback, and behavioral/academic performance to begin the screening process for Gifted Education services. Every student at JICA is provided an RTI light binder that includes student achievement data and other social/behavioral information that can help identify students that are performing “exceptionally above” grade level expectations. Student curriculum-based-measurement data, and other progress monitoring data, are reviewed weekly by the grade level teams. If a child is demonstrating accelerated learning considerably higher than their grade level peers, and if giftedness is suspected, the classroom teacher will submit a referral form to the gifted and talented review team with supportive data. The parents are made aware of the referral by the general education teacher and verbal or written permission to evaluate is obtained prior to further assessments administered.

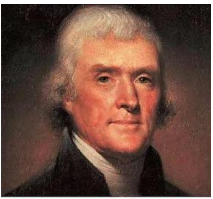
At any time, an administrator or general education teacher can refer a student. Once a referral is made, parents, administration and the general education teacher are notified and a determination meeting is held within 30 calendar days. During the determination meeting, all assessments administered, to include academic, cognitive, observational/behavioral rating scales, checklists and interviews will be reviewed to ensure the student’s data supports the criteria set forth by the State of Colorado, which is superior ratings in classroom observations, and normed data indicating the student is performing at or above the 95th % ile on 3 or more academic/cognitive data points.

The review team will consist of highly qualified General Education Teachers, to include:

- Two licensed staff members- one who is trained in GT and Twice-Exceptionalities
- Individual(s) that can interpret data
- Support staff if necessary (school psychologist, speech and language)
- Administrators
- Parents

If the student meets eligibility requirements, parents are encouraged to support their student through the development of an Advanced Learning Plan. Qualifications listed below are the determining factors listed from Colorado Department of Education. Qualifications are referenced in 1 CCR 301-8, ECEA Rules, 12.01

- Intellectual Abilities at or above the 95th % ile on normed referenced cognitive abilities tests.
- Achievement data at or above the 95th % ile on norm-referenced or criterion- referenced standardized tests.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



- Demonstrated Performance at a distinguished level. (Examples: Juried performance, advanced portfolios)
- Behaviors/Characteristics or motivation with outstanding or exceptional factors.

At present, JICA uses NWEA as a universal “academic” screener. The NWEA assessment is administered 3 times a year – one for kindergarten at the end of year. Student data is analyzed by administration and grade level lead teachers to determine if students are meeting grade level expectations, as identified in the state standards. If a student shows academic data to be at or above the 95th % ile on 2 or more academic assessments in the same academic area the student is referred for further cognitive and observational /behavioral testing. In order to be considered for “Gifted and Talented” services, the student must meet the following:

- Three of the qualifying characteristics, data from more than one source
- Cognitive, Academic, Behavioral
- All data points aligned to one or more areas of strength
- Both quantitative and qualitative data indicating 95th % ile or above

All assessments and instruments are reliable, valid, and culturally fair. JICA uses the following unbiased assessment tools listed below to support identification for Gifted and Talented. Qualifications are referenced in 1 CCR 301-8, ECEA Rules, 12.01

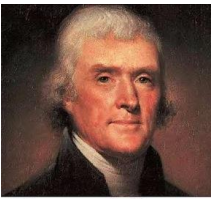
- Intellectual Abilities at or above the 95th % ile on normed referenced cognitive abilities tests.
- Achievement data at or above the 95th % ile on norm-referenced or criterion- referenced standardized tests.
- Demonstrated Performance at a distinguished level. (Examples: Juried performance, advanced portfolios)
- Behaviors/Characteristics or motivation with outstanding or exceptional factors.

Quantitative Data measures include:

- Standardized COGAT (Cognitive Abilities Test) measures reasoning and problem solving using verbal, quantitative, and nonverbal symbols
- Cognitive abilities test scores provided by parents and previous Advanced Learning Plans

Achievement Tests:

- NWEA (Maps) scores demonstrate student achievement based on a standard-based assessment
- Woodcock Johnson III- test of academic achievement standard battery provides a broad set of scores. This achievement test provides more in-depth diagnostic information on specific academic strengths and weaknesses.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



Qualitative data include:

- Testing up for a DIBELs composite score
- Testing up using AIMS Web for additional supportive data in the identification of giftedness in the area of mathematics.
- Data provided from previous Advanced Learning Plans (ALP) if present.

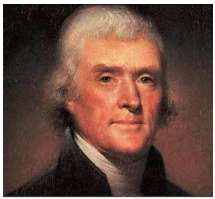
Observational/Behavioral rating scales:

- Scales for Identifying Gifted Students (SIGs) measures characteristics of general intellectual related to language arts, mathematics, science, social studies, creativity and leadership.

Although we recognize that “gifted” characteristics occur before the third grade, our philosophy at JICA is that we are better able to make an informed decision by third grade. By third grade, we believe the student will have had time to develop socially, behaviorally, cognitively and academically. Therefore, it is rare that we identify prior to the third grade.

When the Gifted team needs more time and data for a decision to be made, opportunities in the specific academic domain and an examination of trend data, three years of less, is necessary so that academic exceptionalism is verified over time, especially in the early grades when high achievement may be highly influenced by experiential background.

12.02 (1) (c) Identification procedure. The program plan shall describe the assessment process used by the administrative unit for identifying students who meet the definition specified in section 12.01(9) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized programming. The assessment process shall include, but need not be limited to: A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts the administrative unit will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities; Referral and screening procedures; Multiple sources of data in a body of evidence (i.e. qualitative and quantitative); Criteria for determining exceptional ability or potential; A review team procedure; and A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student’s ALP.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



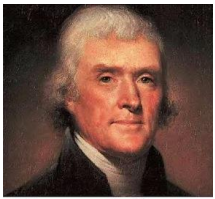
School Programming Narrative

The ALP is used to create goals in their identified area of giftedness in an effort to support student acceleration, differentiation of instruction (pace, depth, and complexity), extensions of curricula, and grouping with peers. Student academic or talent strengths, interests, areas of social concern and needs are discussed in depth as a collaborative effort between parents and the educational team. Students are asked to participate in the development of their ALP with parent consent.

The body of evidence in the ALP contains data collected from district and state assessments, cognitive assessments with normed percentile ranks, classroom performance, behavior observations, social emotional needs, parent observations and reports, and student strengths and preferences. Accommodations, modifications and interventions needed to support the student in achieving his or her goals will also be included in the ALP. All data within the body of evidence is used to identify goals and specific programming needs for the student. Accommodations are tools or supports needed to access individual goals in the educational or community environment; modifications are changes within the curriculum that support the structure and differentiation of instruction; an intervention is specialized instruction needed to obtain the goal.

Goals will be designed around student data and will target the student's area of giftedness, social needs and independent studies that can be performed outside of school with support from parents and other community agencies - if needed. An identified goal will be standards aligned, address the depth and complexity of instruction needed to support student achievement and will target the specific individualized needs of the student. The goal will include the setting in which the goal can be obtained, the instructional supports needed, and written with measurable objectives that can be obtained in a timely manner. Assessment and/or portfolio data obtained throughout the year will be used to measure progress towards the goal. If the student is not meeting a projected growth rate to meet his/her goal, the general education, gifted teacher and parents will collaborate to discuss alternate accommodations, modifications and interventions that may be needed to support the student.

During team meetings, pertinent test data are used to determine eligibility for Gifted and Talented to include: cognitive ability, academic achievement, student portfolios (RTI Light binders), and parent/teacher questionnaires. Student assessment data is used to determine individualized goals and programming based on strengths and needs. If the student is identified in the area of mathematics, for example, the student will have an academic goal in the area of math; the same is true for English Language Arts. Social emotional needs are addressed at every meeting and a goal will be created to support the student. The ALP will also document any leadership or talent strengths and create independent study goal to support the student in these areas. The team reconvenes and reviews the ALP on an annual basis to assess student growth and areas of current need. At this time, goals will be reviewed and new goals created. Goals are then monitored throughout the school year and can be changed at any time if the student is demonstrating acceleration or deceleration that indicates a need for new programming.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



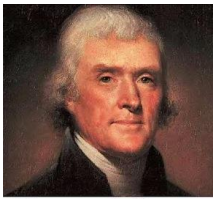
At JICA, the curriculum drives our instructional model. We believe firmly that all students need the fundamental skills to conceptualize information. We recognize that students identified as Gifted and Talented can understand at a faster pace than their grade level peers. For these students, subject-based acceleration opportunities are provided through differentiated grouping and additional opportunities to explore content areas deeper through advance textbooks and “excellence packets.” In addition, advanced students are provided modified rubrics and additional individual turns with questions that target critical thinking skills.

Throughout the academic school year, the GT Coordinator provides teachers with “best practices” to engage higher level thinking skills for engaging all learners within the classroom through staff development and collaborative efforts; an example of a resource used is the book Rigor and Engagement for Growing Minds: Strategies that Enable High-Ability Learners to Flourish in All Classrooms, by Bertie Kingore. Students who are performing in groups a year or more above grade level expectations and are performing above the 95th % ile on assessments are carefully watched for “Characteristics of Gifted Children.”

To support the general education teachers, the Gifted Coordinator will provide teachers an At-a-Glance document with identified goals, accommodations, modifications and instructional supports that should be addressed within the classroom. In addition to the At-a-Glance, student RTI Light Binders are supportive tools in the transfer from grade-to-grade. Teachers are made aware of their incoming gifted students and discuss student accommodation’s, goals, affect needs, observational data, academic achievement and assessment data with their former general education and gifted teacher.

To address the programming needs for our gifted students, JICA provides a rich classroom-learning environment with flexible, homogenous grouping in core content areas (reading and math). The delivery of instruction is rigorous and fast paced. The direct instruction model allows for errorless learning and higher engagement (data shows 90% or higher engagement in classrooms). It is not uncommon for student’s to cover 2 lessons a day in all subjects. Students with advanced skill sets are placed in groups that are within their “zone of proximity” in their academic performance. This allows for a “state of flow” (Kingore, Bertie, 2013) necessary for higher level, cognitive thinking. It is not uncommon for students who are advanced to be in a group that is receiving curriculum 2 – 3 years above their grade level with other students at the same level of academic performance.

We determine our instructional level grouping through enrollment testing, cumulative data, standardized assessments, and classroom performance. Students can accelerate their learning at any time after 3 consecutive tests are at mastery (90% or higher) and/or they pass the end of grade level curriculum assessment. JICA also initiates a “how high can you fly” assessment day to allow students to move into a more appropriate group for their skill sets. The student must demonstrate mastery of concepts within several lessons that have not been previously taught to accelerate into a higher performing group.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



Delivery of direct instruction meets each student's needs where they are academically through "acquisition of foundational learning," (Kingore, Gertie, 2013). Students with an ALP receive differentiated instruction in the content area(s) to allow for more advanced "assimilation of ideas and concepts," (Kingore, Gertie, 2013). Students continue to develop their skills in the assigned reading and math groups through explicit, direct instruction and are provided more opportunities, after lessons are taught, for group discussions in our more advanced groups.

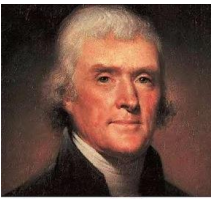
JICA doesn't promote grade acceleration since our model allows for student's to be in groups up to 3 grade levels higher. We believe that students need the social development that occurs with their peers.

At present, we have not had a case where concurrent enrollment, or referrals for community support systems, have been warranted. However, we have an enrollment team that will carefully review incoming ALP's or newly identified student's to determine how we can best support their needs on a case-by-case basis. Parents may be asked to participate in a review meeting to determine if there are other program supports or accommodations that can be met locally within our school programs. If community supports are identified as an essential component in the student's programming, JICA is not responsible for the costs and an independent study goal will be written.

The primary goal is to stretch student understanding within the classroom, JICA does not have a separate gifted classroom. Our general education teacher's work in collaboration with the administration team, teacher coaches and the Student Services Coordinator to brainstorm additional curriculum supports to cater to each student's unique academic need(s). For our "gifted and talented" population, we work diligently to create a rigorous environment that challenges them to meet and exceed their goals. If at any time the teacher feels like the student is not working up to their potential or needs social supports, the team meets to discuss additional accommodations and social groups that can be implemented within the curriculum to reignite their passion for the subject and to internally strive for excellence.

In addition to classroom supports, the Student Services Coordinator has an optional bi-monthly gifted and talented group to support social-emotional needs, allow for collaboration and in-depth conversations of topics and opportunities for further studies and research: preferable related to our Core Knowledge curriculum. To encourage creativity the students prepare a method of publication to present to their peers. Programs like Math Olympiad is offered to our advanced math groups.

12.02 (1) (d) Programming. The program plan shall describe the programming components, *options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student's profile. The program plan components, options, and strategies shall include, but need not be limited to: Alignment of assessment data to programming options in the areas of giftedness; Structures by which gifted students are served at the different*



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



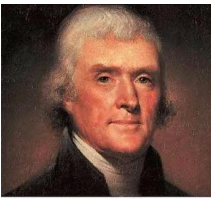
school levels (e.g., the general classroom, resource, and/or pullout); Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); Affective and guidance support systems (e.g., social skills training, early college and career planning); Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses); The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Pre-collegiate and/or pre-advanced placement support; ALP development and annual review conducted through the collaborative efforts of teacher(s), other school personnel (as needed), parents and the student (as appropriate); and Post-secondary options available to gifted students.

Evaluation and Accountability:

Through analysis of data, we make instructional decisions. At JICA, we monitor data weekly during grade level team meetings, quarterly after assessment data is obtained and annually by our School Improvement Team. For students on ALPs, student data aligned with their individual goals will be monitored by the Gifted Coordinator quarterly after benchmark testing and annually during the ALP review meeting. The administrative team, managing body, and board routinely reviews both district and state assessment data to ensure we are meeting our projected growth rates as indicated on our UIP (Universal Improvement Plan). Desegregated data is used to set annual progression targets for student achievement for all sub-groups of our population; the goal for our population is 15% growth within three years. JICA's data is posted on our website and throughout our school for public viewing. Parents receive notifications of upcoming assessments through monthly newsletters and phone calls. Student achievement data is reviewed with parents during progress reporting time, parent/teacher conferences, and annual reviews for individualized plans (ALP).

Data reveals student's strengths and weaknesses in relation to academic standards taught. Targeted academic goals are aligned to the specified area of giftedness and implemented to ensure the student is continuing to advance within the curriculum and educational environment. If a student's performance, as indicated on our data measures, is stagnant or digressing, the grade level team, along with administration, meets to discuss appropriate next steps, which may include a group change and implementation of a social group. If a student demonstrates an "affect" concern, that concern will be discussed during the weekly grade level meeting. The student will be referred to our RTI KidTalk Team. The RTI KidTalk Team reviews classroom performance, behavior and assessment data and further brainstorms interventions and accommodations that can be implemented in the classroom to support student learning and social growth. Each student is re-visited within 3 weeks to discuss student growth with appropriated interventions.

Interventions and accommodations are unique to the student and will vary depending on the need. If we recognize that the student is advanced but is struggling with social/maturity issues, the team will discuss whether the student's behaviors are related to instructional level grouping. If a higher group placement is validated by data and seems fitting to the student, this change occurs immediately. If the student requires a



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



social group, a referral letter is sent home and the student will be provided direct instruction in inter/intra-personal relations problem solving skills by the Student Services Coordinator.

We measure behavioral growth through teacher observations and our Character First Program. For students who have leadership strengths, they are provided opportunities to grow in leadership through roles in our school weekly assembly, specials programs and classroom incentive programs. Students with talent strengths are encouraged to participate in our extracurricular music and sports activities. If JICA recognizes exceptional talent abilities, the general education teacher will communicate with the parent and a meeting can be scheduled with the Student Services Coordinator to discuss a possible area of giftedness.

JICA’s gifted program is evaluated annually by administration through the use of checklists provided by the Colorado Department of Education and a CSI Onsite Monitoring Process. JICA has met the requirements set forth in the OMP over the past two years as a new school. We continue to develop our gifted program as the needs of our student population change. In addition, we evaluate our programs through annual parent surveys and ongoing feedback. Our PTO supports the school in gathering alternate parent feedback data to help us better support their children within our school.

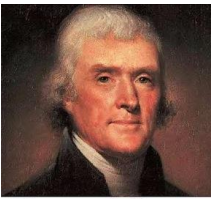
12.02 (1) (e) The administrative unit program plan shall describe: Methods by which student achievement is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., intervention progress monitoring data sources, advanced learning plan goals, and performance, district, and state assessment data); Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans); Methods for ensuring that gifted student achievement and reporting are consistent with accreditation requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth); Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); Methods by which parents, educators, and other required persons are informed about the above method.

Personnel

School Personnel Narrative

JICA’s gifted and talented professional team consists of:

- Highly qualified General Education Teachers



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



- Two licensed staff members- *one trained in GT and Twice-Exceptionalities*
- Individual(s) that can interpret data
- Support staff if necessary (school psychologist, speech and language)
- Administrators
- Parents

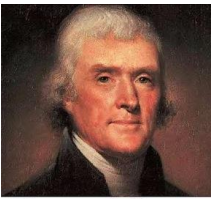
The Student Services Coordinator is licensed as an Elementary Education Teacher and receives ongoing training in the areas of giftedness, Twice-Exceptionalities, current state laws and federal Exceptional Children’s Educational Act (ECEA) regulations. At present, the state of Colorado does not mandate a teacher be endorsed in the area. However, our staff member is actively pursuing becoming endorsed through passing the appropriate PLACE Exam.

Throughout the academic year, the Student Services Coordinator collaborates with the general education teachers, administration and teacher coaches to ensure “best-practices” in the areas of giftedness are being implemented within the classroom. In order to support our teachers with effective implementation of direct instruction and student engagement, they are observed and coached on a weekly basis by our teacher coaches. In addition, professional development occurs on a weekly basis during staff meetings to support the teachers in: development of instructional delivery, knowledge of content and standards embedded within the curriculum, classroom management, positive behavioral supports, leadership, RTI, state required trainings (example: laws, bullying, FERPA, health), and how to monitor and assess data from progress monitoring as well as district assessments to guide instructional decisions.

Teacher assistants support the teacher by implementing appropriate accommodations and ensuring the student(s) has advanced topics (approved by general education teacher and administration) within their “excellence packets.” In addition, they provide supports to the teacher by ensuring student engagement is high and errorless learning occurs during instructional and independent work time.

We ensure that ongoing staff development is provided to the Student Services Coordinator to ensure our gifted program meets the needs of our exceptional student program. The gifted program is reviewed annually through an Onsite Monitoring Process (OMP) with guidelines set forth by the Colorado Department of Education. The Coordinator uses a variety of checklists to ensure all components needed are included within the development of Advanced Learning Plans, communication, and identification of students who meet the criteria of Gifted and Talented.

12.02 (1) (f) Personnel. The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence

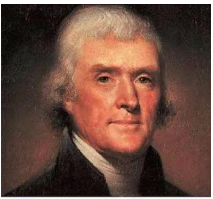


specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for: (A) Management of the program plan; and (B) Professional development activities, the purposes of which are: To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students. Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel. Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers. Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.

The program plan shall also indicate the content of and means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and inservice programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).

School Budget Narrative:

Funds for the Gifted and Talented program are determined by the number of students identified and who are on Advanced Learning Plans. These funds are appropriated per pupil by the State and allocated to the Administrative Unit (AU); Colorado Charter Schools Institute. The AU then submits funds to JICA's managing body, James Irwin Charter Schools, to manage at a local level. All funds are managed by the James Irwin Schools CFO and reviewed annually by the administrative finance teams. At this time, the funds allocated for gifted programs are used primarily for the purchase of additional curriculum supports, assessments, and professional development opportunities. Salaries and data managing software (Alpine Achievement and Infinite Campus) are purchased through separate funds.



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



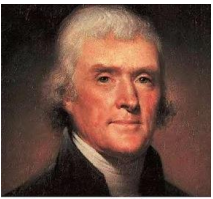
12.02 (1) (g) Budget. The program plan shall propose a budget for gifted education which reflects collaborative efforts within the administrative unit and the cost of implementing the programming components and goals stated in the program plan. The budget shall detail the funding committed by the administrative unit and funding requested from the Department. Funds requested from the Department may be used for: salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms); professional development and training relating to gifted education; gifted programming options specific to gifted students and their advanced learning plans; supplies and materials used in instructional programming for gifted education; and technology/equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.

Record Keeping:

School Record Keeping Narrative

An Advanced Learning Plan (ALP) is “a written record of Gifted and Talented programming utilized with each gifted child and considered in educational planning and decision making,” (1 CCR 301-8, ECEA Rules 12.01). The ALP is used for student educational planning to support student success and contains a body of evidence that is pertinent to the student’s present levels of academic performance. It “bridges the identification to programming” (CDE Colorado –Gifted Education Review (CGER): Self-Assessment and Review Team Process). It is a confidential educational record that is maintained in a secure data base system. All ALP’s are case –managed by the Student Services Coordinator and updated annually in Infinite Campus. The Student Services Coordinator creates, monitors and reports student growth in Infinite Campus. JICA uses Alpine Achievement to house student assessment data which is updated regularly by the general education teachers. Parents have access to their student’s information through Infinite Campus Parent Portal and they may request a copy of the ALP at any time. Each student has a cum file that is locked in a secure location within the building for review.

For student’s identified as Gifted and Talented, a meeting is held with the general education teacher, parent, administrator and student (with permission from the parent) to create an Advanced Learning Plan (ALP) within 30-45 days. The document transfers year-to-year so long as the student continues to qualify for Gifted and Talented. It is reviewed annually by the professional team and student (with parent permission) to discuss student acceleration and additional program needs for the next academic year. The ALP is designed to target differentiated instruction, acceleration and pacing of instruction, curriculum supports needed to access goals, affect needs and individualized goals to support student growth. We work to create clear, explicit, meaningful documents that are portable within our State. This is achieved through aligning our identification process and procedures to the Colorado Department of Education. We have a large population of military families and honor the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military



Thomas Jefferson

JAMES IRWIN CHARTER ACADEMY

Character Development and Academic Excellence



transfer. For students who have pre-existing ALP's from other states and are not military, the enrollment team reviews the document and determines if a review meeting is required to determine continued eligibility for gifted services in the State of Colorado. JICA's program design is very unique and gifted programming may look different from other school's either in-state or out-of-state.

12.05 (3) Student Education Records The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student's record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming options and student achievement results.