Understanding the Advanced Learning Plan (ALP)

Elementary/Secondary
GT Parent Seminar:
August 2017
Legalities

- Colorado HB 1244
  - Required to identify student when data exists
  - Required to program for student
  - Required to document student progress
  - Unfunded mandate

- Legal document
Gifted Programming

Focus and purpose of ALPs

- a guide for enhancing instruction to meet the needs of students with outstanding potential
- accommodations support advanced levels of performance in the areas of strength and/or embed talent(s) into core subjects
The ALP should be like a Blueprint

- Take control of their learning
- Have a deeper understanding of their learning style and become strength based learners
- Become driver in improving their education
- Acquire learning skills that will apply to learning situations in life
- Will develop a greater sense of their abilities and become autonomous
Programming Options

1-2 (+) Identification Areas of Strength

- Neighborhood Schools
  - Grade Level Content
    - Flexible Grouping
    - Content Acceleration
    - Content Differentiated

- Gifted Center Schools
  - Advanced Core Content
    - Compacted
    - Pace Accelerated
    - Differentiated and Extended

ALP Created

Multiple Areas of Strength

Areas of Strength

ALP Created

1-2 (+) Identification Areas of Strength
The Exceptional Children’s Educational Act (ECEA) Rules specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas):

**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).

**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). All academic areas should be considered.
Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)
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).

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).

Leadership Abilities
Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility).
Advanced Learning Plan Flow Chart \ Life Cycle

Beginning of Year
- Evaluate Goals
  - Set goal status as Met or Unmet

Goal Setting
- Students: Set Goals Using ALP Tool
  - (Google / Naviance / or Campus)

Progress Monitoring
- 2nd Checkpoint - Adjust service as necessary

Progress Monitoring
- 1st Checkpoint - Adjust service as necessary

May / End of Year
- March to April (Continued Monitoring)

Beginning of Year
- August to October

November to February
• September/October:
  • Students will set a SMART goal.
• November to February:
  • Students will work on their goal & progress monitor the SMART goal.
• March/April:
  • Students will continue working on the goal & progress monitor the SMART goal.
• May:
  • Students will evaluate the ALP goals for completion.
Elementary GOAL Setting

One quality goal per student based on:

- an identified Strength Area
- written in collaboration with teacher and student
- At P/T conference parent input

Written in SMART Goal format:

General Intellectual Ability
- GIA

Specific Academic Aptitude
- Reading
- Writing
- Mathematics
- Social Studies*
- Science*
- World Language*

Specific Talent Aptitude
- Visual Arts
- Performing Arts (Drama)
- Musical
- Dance
- Psychomotor Abilities
- Creative or Productive Thinking
- Leadership Abilities
How Do ALPs Change in Secondary Grades?

• Students take another step toward autonomy

• Counselors work with students to set one academic and one affective goal per school year

• Most secondary schools in Jeffco allow students to self select themselves whatever level of course they find appropriate

• Most schools use the Naviance system to monitor advanced learning plans.
Secondary GOAL Setting

Two quality goal(s) per student based on:

- an identified Strength Area
- Affective

Written in SMART Goal format:

<table>
<thead>
<tr>
<th>General Intellectual Ability</th>
<th>Specific Academic Aptitude</th>
<th>Specific Talent Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIA</td>
<td>Reading</td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Performing Arts (Drama)</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Musical</td>
</tr>
<tr>
<td></td>
<td>Social Studies*</td>
<td>Dance</td>
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<tr>
<td></td>
<td></td>
<td>Leadership Abilities</td>
</tr>
</tbody>
</table>
Gifted and Talented Student Support

- **Classroom Teacher:**
  - Student sees on a daily basis

- **Gifted and Talented Building Liaison/Counselor:**
  - Contact person in every school
  - Works directly with the Gifted and Talented Resource Teacher assigned to their school

- **Gifted and Talented Resource Teacher:**
  - Under the direction of the Gifted and Talented Department
Elementary ALP: Parent Engagement
## Elementary ALP Report

Jeffco Public Schools  
Student Goal History Report

| Student Name: |  
| Student Number: |  

### Goals and Progress Monitoring

<table>
<thead>
<tr>
<th>Started</th>
<th>Goal</th>
<th>Progress Monitoring</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2015</td>
<td>will create a game using technology such as Kahn Academy. He will complete the game by spring 2016.</td>
<td>Teacher observation, self evaluation, and student created check list.</td>
<td>Three times a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Progress Monitoring Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2016</td>
<td>Through the use of technology, programmed using Kahn Academy, Hour of code, worked with a mentor. The group will share their work with the class at the end of May</td>
<td></td>
</tr>
<tr>
<td>1/27/2016</td>
<td>had completed the hour of code and is working on other programming sites.</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Accessing ALP/Naviance

• Utilizing the NAVIANCE system, you can access their ALP goals once they have been set by signing into NAVIANCE (http://www.naviance.com/).

• User Name: Student ID
• Password: 8 Digit Birthday
my goals

add a new goal: - Select One -

setting goals

In your success plan, goals can be

Quantitative

Get at least a B in Geometry
How do I support my student’s ALP at Home?

• Western Academic Talent
• Search-through CBK
• Leadership through outside organizations
  • (Boy Scouts, Church, Community Service, Sports)
• Museums, Library, Community center classes
• School clubs/sports
• Volunteer opportunities
• Community Service
• Passion Projects

Support interests and strengths!
Gifted & Talented

Advanced Learning Plans
Application & Testing Information
Early Access
GT Center Schools
Parent Resources
GT Identification

Jeffco Public Schools GT website