

# Understanding the Advanced Learning Plan (ALP)

Elementary/Secondary  
GT Parent Seminar:  
2019-2020



**ALP**



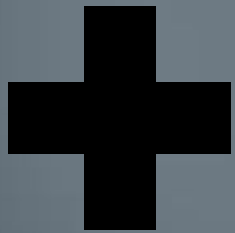
# Legalities

- 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

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



**Focus  
and  
purpose  
of ALPs**



# 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

ALP Created

1-2 (+) Identification  
Areas of Strength

Neighborhood  
Schools



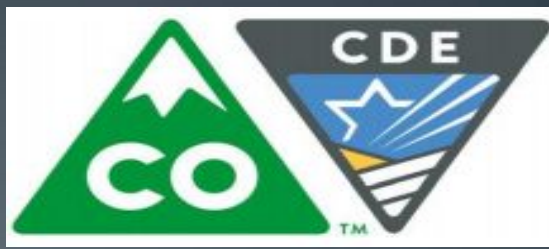
Multiple Areas of  
Strength

Gifted Center  
Schools

- ❖ Grade Level Content
- ❖ Flexible Grouping
- ❖ Content Acceleration
- ❖ Content Differentiated

- ❖ Advanced Core Content
- ❖ Compacted
- ❖ Pace Accelerated
- ❖ Differentiated and Extended





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).

## General Intellectual Ability (GIA):

GIA 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) - CDE, 2017.

- All new students with a cognitive strength area will have the GIA focus area.
  - Most newly identified student(s) will also have a specific academic aptitude focus/strength area.
- All students formerly identified with a cognitive strength such as nonverbal, verbal or quantitative will now be designated using the GIA focus/strength area. Students formally identified prior to the new identification guidelines will be “grandfathered in” and will remain identified within Jeffco.
  - As we continue to build a body of evidence we will gradually add specific academic aptitude strength/focus areas as determined by qualifying data.

## Advanced Learning Plan Flow Chart \ Life Cycle



Jeffco Public Schools  
Gifted and Talented  
1829 Denver West Dr. #27  
Golden, CO 80401  
phone:303-282-6630 fax:303-282-6653  
[www.jeffco.k12.co.us/supps/gifted\\_talented](http://www.jeffco.k12.co.us/supps/gifted_talented)



# Lifecycle

- **September/October:**
  - Students will set a strength based SMART goal & an affective based SMART goal.
- **November to February:**
  - Students will work on their goals & progress monitor the SMART goals.
- **March/April:**
  - Students will continue working on the goals & progress monitor the SMART goals.
- **May:**
  - Students will evaluate the ALP goals for completion.

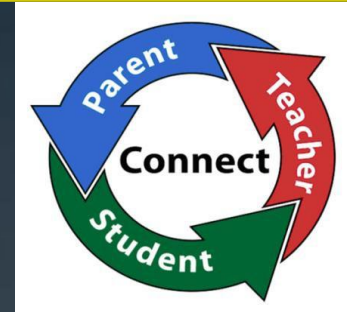


## How Do ALPs Change in Secondary Grades?

- 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.



# Elementary Goal Setting



Two quality goal (s) per student based on:

- an identified Strength Area/or passion area
- Affective goal
- written in collaboration with **teacher** and **student**
- Receive **parent** input at PT conference

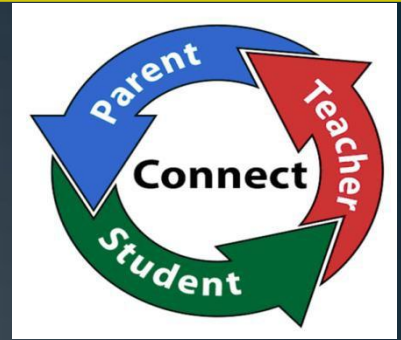
Written in SMART Goal format:



# Secondary GOAL Setting

Two quality goal (s) per student based on:

- an identified Strength Area/or passion area
- Affective

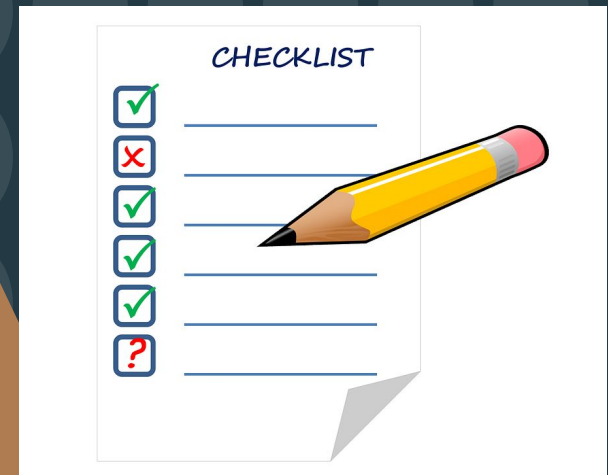


Written in SMART Goal format:





OUR Goal is: How can we support students in making their goals more meaningful and manageable?





Here's what your students know about ALP goals



# SMART goal template



This is a tool educators might utilize to collaborate with your child to guide crafting ALP SMART goals



**ALP SMART Goal Template**

**Name:** \_\_\_\_\_

**My goal is: (Be sure to include the ALP strength area)**

**Specific: What specific things will you accomplish?**

**Measurable: How will you know when you have achieved this goal?**

**Achievable: Is this goal realistic? DO you have the tools you need?**

**Relevant: Why is this goal important in your life?**

**Timely: When can you achieve this goal?**

# Why Affective Goals?

*ALPs for the Whole  
Gifted Child*



JEFFCO PUBLIC SCHOOLS





# JEFFCO GENERATIONS

A Learning-Centered  
Vision for our  
Community's Schools

**JEFFCO PUBLIC SCHOOLS**



# READINESS FOR LEARNING

- Social-Emotional and Counseling Supports

“Students who are socially and emotionally healthy can focus their attention and energy on learning” -- Dr. Jason Glass



Affective /  
Social-Emotional  
Learning is infused  
throughout the  
curriculum to develop  
the **Whole Gifted  
Learner**





## Affective ALP Goals

How can we infuse  
Social-Emotional Learning  
into our Advanced Learning  
Plans?

Into our daily classroom  
instruction (TASK)?



CASEL Competencies

*When affective issues are addressed and social emotional needs met, gifted students face their challenges with emotional balance and appropriate coping mechanisms that promote success in reaching personal potential rather than failure to do so.*

*-- Annemarie Roeper*



# Advanced Learning Plans

“legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making.”

“The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations” [12.02(2)(f)(v)].

“An ALP shall be developed for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs.”



## Definition

Exceptional Children's Educational Act (ECEA) Rules defines "Advanced Learning Plan" as:

*A written record of a gifted student's strengths, academic and **ffective learning goals** and the resulting programming utilized with each gifted child and considered in educational planning and decision making. 12.01(2)*

## Description

The Advanced Learning Plan (ALP) is a **legal document** [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children's Educational Act (ECEA) states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are **standards-based**. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. For high school students, the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.

## Key Indicators for Implementation

- ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and **affective needs**
- ALP is considered in planning for post-secondary readiness
- If ALP is blended into ICAP, gifted achievement and **affective goals are included**
- ALP articulates a transition process when students move to next schooling level
- ALP includes a student profile
- Annual, standards-aligned achievement goals developed for student's strength area(s)
- **Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency**
- Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals
- Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress
- **ALP development includes teachers(s), student, parent and support staff as appropriate**
- Parents, teachers and the student are notified about ALP development
- **Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals**
- Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming
- **Students are active participants in the ALP process**
- ALPs are managed within the school cumulative record system and are transferred between grades and school levels
- Evidence of parent engagement in the ALP development

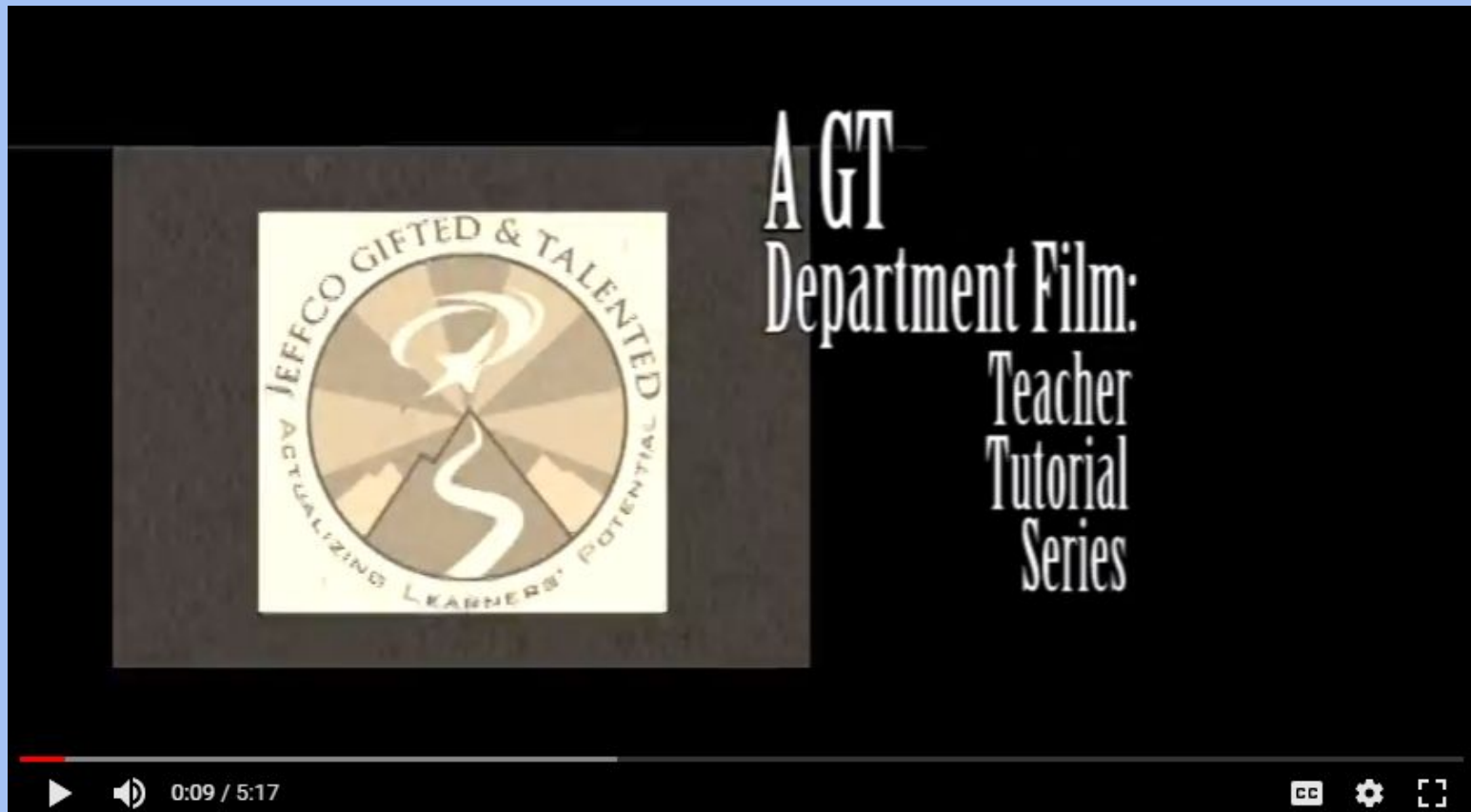
# CDE Requirements

ALPs are “a written record of a gifted student’s strengths, academic and affective learning goals, and the resulting programming utilized with each gifted child and considered in educational planning and decision making.”

[ECEA Rules, 12.01(2)]



An Introduction to the Why...



The video player displays a logo on the left and a title on the right. The logo is circular with a gold and brown color scheme, featuring a stylized figure and the text "JEFFCO GIFTED & TALENTED" and "ACTUALIZING LEARNERS' POTENTIAL". The title on the right reads "A GT Department Film: Teacher Tutorial Series". The video player controls at the bottom show a play button, a volume icon, a progress bar at 0:09 / 5:17, and icons for closed captions, settings, and full screen.

JEFFCO GIFTED & TALENTED  
ACTUALIZING LEARNERS' POTENTIAL

A GT  
Department Film:  
Teacher  
Tutorial  
Series

▶ 🔊 0:09 / 5:17 CC ⚙️ 🗉

# Beyond Compliance, Toward Commitment



# READINESS FOR LEARNING

- Social-Emotional and Counseling Supports

“Students who are socially and emotionally healthy can focus their attention and energy on learning” -- Dr. Jason Glass



# District Support

## 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

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

Date	Progress Monitoring Description
5/5/2016	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
1/27/2016	had completed the hour of code and is working on other programming sites.



# Secondary ALP SMART goal options

Two different school based options:

Platform #1:



Platform #2



# 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



1. Select "My Planner".
2. Choose the Select the + add new ALP

## My Planner

Select MY Planner

Overview Goals To-Do List Tasks Assigned to Me

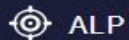
### My Goals

In your success plan, goals can be anything! You can set a goal to make the honor roll or to become an astronaut or anything else you can think of.

It's a good idea when you're making a goal to make it something you'll need to work toward. Then, use the "next steps" to break it down into smaller parts like "getting an A in math."



Select the  
+ Add new ALP



ALP

No goals yet

+ Add new ALP



Other Goals

No goals yet

+ Add new Other Goals

# SMART Goal Template

ALP

\* My Goal is: (required)

**Specific:** What specific things will you accomplish?

**Measurable:** How will you know when you have achieved this goal?

**Achievable:** Is this goal realistic? Do you have the tools you need to achieve it?

**Relevant:** Why is this goal important in your life?

**Timely:** When can you achieve this goal?

ADD

**S**PECIFIC

**M**EASURABLE

**A**CTIONABLE

**R**ELEVANT

**T**IME BOUND

# SMART Goals

You will set TWO ALP goals:

- Strength Based Goal (ALP)

- Affective Goal (Other)

Autonomy

Further GT Resources

Healthy Risk Taking

Managing Mood

Motivation

Organization

Perfectionism

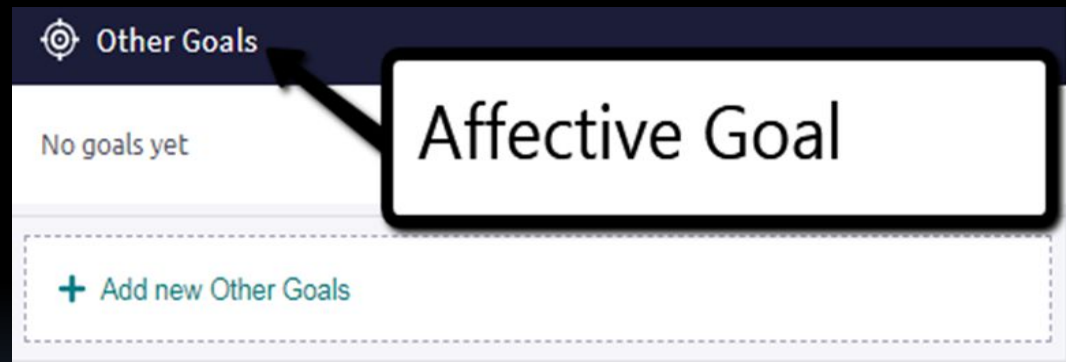
Self-Advocacy Skills

Stress & Anxiety

Teamwork

Time Management

Understanding Self & Others



No goals yet

Select + Add New ALP

+ Add new ALP

ALP

\* My Goal is: (required)

Specific: What specific things will you accomplish?

Measurable: How will you know when you have achieved this goal?

Achievable: Is this goal realistic? Do you have the tools you need to achieve it?

Relevant: Why is this goal important in your life?

Timely: When can you achieve this goal?

Select Add to SAVE

ADD

No goals yet

Affective Goal

+ Add new Other Goals

Other Goals

\* My Goal is: (required)

This goal is important because:

Steps I will take to reach this goal:

Select Add to SAVE

ADD

## My Planner

Select My Planner

Overview Goals To-Do List Tasks Assigned to Me

## My Tasks

Tasks are assigned to you by your school. They can be pretty important, some of them are even required to graduate! So, make sure to go through them to be sure you're on track.

Select Tasks Assigned to Me

Select Jeffco ALP Survey #1

Filters All Graduation Required

## Tasks you Need to Work On

✔ You're all set. You have nothing assigned to you.

## Completed Tasks

You have not completed any tasks yet.

Complete *Jeffco ALP Survey 1-Goal Setting* using the information you inputted into your SMART goal

1. Complete Affective Survey questions
2. Complete ONLY subject area Strength based goal Survey questions
3. Save & I am Finished

# 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!**



## ALP Goal Setting



[Video Link](#)

Programs

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[Jeffco Public Schools / Programs / Gifted & Talented](#)

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**Gifted & Talented**

# Gifted & Talented

Advanced Learning Plans

Application & Testing Information

Early Access

GT Center Schools

Parent Resources

GT Identification



[Jeffco Public Schools GT website](#)