

Student Pretend

Grade 3 **State ID** 22222222 **School** Gifted Academy
Date of Birth 7/20/2010 **Local ID**

General CO Standards-Based ALP Plan Information

<i>Date of CURRENT year ALP development [12.02(2)(g)(i)]</i>	12/6/2018
<i>School</i>	Gifted Academy
<i>Grade</i>	3

Student Information

<i>Birthdate</i>	7/20/2010
<i>Does student have an IEP?</i>	No
<i>Does student have a 504?</i>	Yes
<i>Does student have an ELL Plan?</i>	No
<i>Does student have a READ Plan?</i>	No
<i>Note: ALPs for early access students in grades K or 1st must be completed by September 30</i>	
<i>Accelerated Early Access Student?</i>	No
<i>To receive state funding, clearly indicate on page 1 of the ALP the K or 1st grade student is an "Accelerated Early Access Student"</i>	
<i>Link Previous ALP</i>	

ALP Team Members [12.02(2)(f)(v)]

<i>Student</i>	Student Pretend
<i>Parent(s)</i>	Mom Pretend & Dad Pretend
<i>Classroom teacher(s)</i>	Excellent Teacher
<i>Gifted education staff or other staff with training in gifted education</i>	Creative Coordinator
<i>Additional support staff as appropriate</i>	Amazing Interventionist

Parental Engagement and Participation

<i>Parent Preferred Contact Information</i>	Call home phone 719-867-5309 and speak to either Mom or Dad.
<i>Date of parent notification of ALP development [12.02(2)(g)(i)]</i>	11/26/2018

<p>Show evidence of parent engagement and input in ALP development and review of progress [12.02(2)(g)(vi)]</p>	<p>Parents called in to the development meeting on 12/6.</p> <p>They shared that Student loves to read and that they visit the library at least once a week. Student also has a passion for animals and volunteers to walk the neighbor's dog. She is always really excited about school in the early fall, but during the second semester, she frequently states that she is bored and knows already knows everything that the class is working on. They would also like to see Student develop better organizational skills - she frequently forgets to bring home Friday folder.</p>
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Student Profile: Section IA: Body of Evidence for Identification

<p>Initial Referral Date: Action taken no later than 30 school days after receiving referral [12.02(2)(c)(iii)]</p>	<p>10/15/2018</p>
<p>Summary of Body of Evidence</p>	<p>The school team reviewed the following data and determined that Student met the statewide criteria for Reading.</p> <p>NNAT 3: Nov2017 - 98 PR STAR Reading: Fall2017 - 90 PR; Winter2018 - 96 PR; Spring2018 - 95PR STAR Math: Fall2017 - 76 PR; Winter2018 - 74 PR; Spring2018 - 74 PR SIGS (T): Spring2018 - GIA - 99 PR; LangArts- 98 PR; Math - 88 PR; Creat-80 PR; Lead- 90 PR</p> <p>Student Interests: Student met with gifted coordinator and shared the following. I'm so excited about 3rd grade. I really want to learn more about science this year because I love animals. My favorite books are Guardians of Gilhoulie. I take dance lessons and I play soccer.</p>
<p>Date determination letter sent to parents about the decision of the review team and the area(s) of identification [12.02(2)(c)(viii)]</p>	<p>11/15/2018</p>
<p>Describe communication procedure by which parents are made aware of identification assessment, understand the results of the determination and process to engage in ALP development [12.02(2)(c)(ix)]</p>	<p>Determination letter described a summary of the body of evidence that resulted in a determination of giftedness in Reading and scheduled a date for ALP development. A resource list about parenting gifted students was also included.</p>

Student Profile: Section IB: Area(s) of Giftedness [12.02(2)(f)]

<p>Areas of Giftedness: [12.01(16)(a-e)] : Reading</p>	
<p>Identified as an area of giftedness?</p>	<p>Yes</p>

Student Profile: Section II A: Current Performance Data

<p>Record periodic updates to note an additional area of giftedness, as appropriate [12.02(2)(f)(i)]</p>	<p>N/A - Initial ALP</p>
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Describe current level of performance in student's area(s) of strength [12.02(2)(g)(iv)] N/A - Initial ALP

Student Profile: Section II B: Student Interests and Participation

Describe the method used to develop student awareness and active participation in the ALP process [12.02(2)(g)(iii)] Gifted Coordinator met with student on 11/30 to discuss ALP and obtain student interests, perceived strengths and weaknesses.

Describe current student interests [12.02(2)(f)(i)] Initial ALP - see BOE

Student Profile: Section II C. Annual Academic Goals [12.02(2)(f)(ii)]

Standards-aligned SMART Goals in strength/interest area(s) : Academic Goal

Academic Area	Academic Aptitude - Reading
Describe the SMART Goal	Student will understand how to use morphology (latin/greek roots) of a word to read accurately unfamiliar multisyllabic words in context and out of context in 4th grade social studies and science texts as evidenced by scoring 90% or higher on 4/5 vocabulary tests each semester. Student will demonstrate increased ability to understand the main idea in informational text by increasing MAP RIT score by 4 points by end of year on the informational text subsection.
Identify the Standard addressed	Reading, Writing and Communicating // Grade Level: Third Grade // Standard Category: 2. Reading for All Purposes//Element 2 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) * Reading, Writing and Communicating // Grade Level: Fourth Grade // Standard Category: 2. Reading for All Purpose//Element 3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)
Programming [Adult Actions]	Provide 4th grade social studies and science texts related to the topics covered in grade 3. Group with academic peers for advanced vocabulary.
Progress Reporting Date	2/11/2019
Progress Towards Target	

Student Profile: Section II C. Annual Affective Goals [12.02(2)(f)(ii)]

Standards-aligned SMART Goal : Affective Goal

Affective Area	Personal
Describe the SMART Goal	Student will strengthen her organizational skills by utilizing a binder system and maintaining an assignment notebook that is checked daily by her parents. Student currently scores a 1 or 2 on the organization rubric. She will increase rubric scores to 4s by end of year.

<i>Identify the Standard addressed</i>	Colorado Essential Skills: Professional Skills[10] A Colorado graduate demonstrates professional skills through task and time management, career awareness, information literacy, productivity and accountability, self-advocacy and leadership. A student with these skills can: Articulate task requirements and identify deadlines and develop and utilize basic task and time-management strategies effectively.
<i>Programming [Adult Actions]</i>	Teacher will provide time daily to write in assignment book - assignments posted on board daily. Teacher will sign assignment book daily for first 20 days and then check on random schedule agreed to by parents. Teacher will instruct student on use of folders and use visual cues to remind Student to put papers in folders. Teacher will conduct weekly binder check on Wednesdays after school.
<i>Programming [12.02(2)(f)(iii)] - Describe supplemental curriculum, activities, specific programs or coursework, specific strategies and/or extended or expanded learning opportunities</i>	
<i>Progress Reporting Date</i>	2/11/2019
<i>Progress Towards Target</i>	

Goal Attainment [12.02(2)(f)(ii)]

<i>This plan is in effect for the following school year:</i>	2018-19
<i>Summarize annual student progress toward goals</i>	
<i>Recommendations for transition to next grade</i>	
<i>Estimated Date of Next Review</i>	5/20/2019

Meeting Date	Student	Parent/Guardian	Teacher	Principal/Designee
_____	_____	_____	_____	_____