



## Student Pretend

<b>Grade</b>	10	<b>State ID</b>	1111111111	<b>School</b>	Gifted Academy
<b>Date of Birth</b>	1/3/2003	<b>Local ID</b>	1111111111		

### General CO Standards-Based ALP Plan Information

<i>Date of current year ALP development [12.02(2)(g)(i)]</i>	12/3/2018
<i>School</i>	Gifted Academy
<i>Grade</i>	10

### Student Information

<i>Birthdate</i>	1/3/2003
<i>Does student have an IEP?</i>	No
<i>Does student have a 504?</i>	No
<i>Does student have an ELL Plan?</i>	No
<i>Does student have a READ Plan?</i>	No
<i>Date of current year ALP development [12.02(2)(g)(i)]</i>	12/3/2018
<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 MathTeacher
<i>Gifted education staff or other staff with training in gifted education</i>	Creative Coordinator
<i>Additional support staff as appropriate</i>	Supportive Counselor

### Parental Engagement and Participation

<i>Parent Preferred Contact Info</i>	Parents prefer email contact only to mom. PretendMom@email.com
<i>Date of parent notification of ALP development [12.02(2)(g)(i)]</i>	11/19/2018

<p><i>Show evidence of parent engagement and input in ALP development and review of progress [12.02(2)(g)(vi)]</i></p>	<p>Mom and dad attended the ALP development meeting on 12/3. Last year's progress was reviewed, as well as state and interim test scores.</p> <p>Parents are pleased with the college courses Student took last year in mathematics and feel that Student grew academically. They would like to see similar challenges in science this year. Over the summer, Student worked part-time at the Denver Botanical Gardens and is very interested in plant science. Dad stated that he is concerned with Student's level of stress about planning for college.</p>
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## Student Profile: Section IA: Body of Evidence for Identification

<p><i>Initial Referral Date: Action taken no later than 30 school days after receiving referral [12.02(2)(c)(iii)]</i></p>	<p>5/18/2012</p>
<p><i>Summary of Body of Evidence</i></p>	<p>The school team collected a body of evidence that included results of a cognitive assessment, achievement data in reading and mathematics, both teacher and parent behavior inventories, and notes from an interview conducted with the student. The following data were collected: CoGAT (2/2012): verbal - 93 PR; non-verbal - 99 PR; quantitative- 93 PR MAP Reading: Spring 2011- 98 PR; Fall 2011 - 95 PR; Spring 2012 95 PR MAP LangUsage: Spring 2011 - 99 PR; Fall 2011 - 95 PR; Spring 2012 95 PR MAP Mathematics: Spring 2011 - 90 PR; Fall 2011 - 95 PR; Spring 2012 90 PR CMAS ELA 2011: Level 5-Exceeded Expectations CMAS Math 2011: Level 4- Met Expectations SIGS (P): GIA - 99 PR; LangArts- 98 PR; Math- 96 PR; Sci- 99 PR; SocStud-86 PR; Creat- 95 PR; Lead- 88 PR SIGS (T): GIA - 98 PR; LangArts- 98 PR; Math - 88 PR; Sci- 90 PR; SocStud-90 PR; Creat-96 PR; Lead- 86 PR Student Interests - I love math and science and read about space all the time. I like school, my favorite class is PE. At home I like to play outside in the woods and ride my bicycle. I play soccer.</p> <p>The team determined that Student met state criteria in Reading and that math was a strength area to watch for future identification.</p> <p>10/2014 during ALP development meeting the team reviewed additional interim and state assessment data and determined that Student qualified in mathematics: Updated qualifying data included 2013 Math CMAS at Level 5 - Exceeds Expectations and a portfolio of student work that was reviewed by the elementary math lead who rated it above grade level.</p>
<p><i>Date determination letter sent to parents about the decision of the review team and the area(s) of identification [12.02(2)(c)(viii)]</i></p>	<p>5/29/2012</p>
<p><i>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)]</i></p>	<p>Determination letter was sent to parents and Gifted Coordinator called home to explain the process for ALP development for Fall of 2012.</p>
<p><i>Multiple sources and types of quantitative and qualitative data [12.02(2)(c)(v)]</i></p>	

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

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

## Student Profile: Section II A: Current Performance Data

<i>Record periodic updates to note an additional area of giftedness, as appropriate [12.02(2)(f)(i)]</i>	The team reviewed academic data and while Student continues to demonstrate strong performance in science class (A's and B's), he does not meet statewide criteria for identification in this area.
<i>Describe current level of performance in student's area(s) of strength [12.02(2)(g)(iv)]</i>	Student continues to perform above grade level in Reading and Mathematics as demonstrated by 2018 PSAT scores and performance in college level Algebra and English Literature courses with earned grades of A and B, respectively.
<i>Multiple sources and types of quantitative and qualitative data [12.02(2)(c)(v)]</i>	

## Student Profile: Section II B: Student Interests and Participation

<i>Describe the method used to develop student awareness and active participation in the ALP process [12.02(2)(g)(iii)]</i>	Student was invited to and attended the ALP development meeting on 12/3/18.
<i>Describe current student interests [12.02(2)(f)(i)]</i>	<p>Student indicated that he continues to have a passion for mathematics and science and is interested in going to college for engineering. He will continue with college English courses, but doesn't really like them and doesn't want his ALP to focus on Reading/ELA. He'd like a goal in math or science this year.</p> <p>Student is on the debate team and plays intramural soccer. He babysits to pay for his car payments and gas. He loves working on his car with his uncle.</p>

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

<i>Standards-aligned SMART Goals in strength/interest area(s) : Academic Goal</i>	
<i>Academic Area</i>	Academic Aptitude - Mathematics
<i>Describe the SMART Goal</i>	Student will apply mathematical models and graphing skills learned in Algebra II to analyze data collected during lab activities in Cellular Biology resulting in "Advanced" scores on the results/conclusion section of lab reports on 4/5 lab reports.

<i>Identify the Standard addressed</i>	Science // Grade Level: High School // Standard Category: 2. Life Science Use mathematical representations of phenomena or design solutions to support claims. (Using Mathematics and Computational Thinking) (Entrepreneurial: Critical thinking/Problem solving)  HS.F-LE.A. Linear, Quadratic & Exponential Models: Construct and compare linear, quadratic, and exponential models and solve problems.? Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). (CCSS: HS.F-LE.A.2)
<i>Programming [Adult actions]</i>	Advisor will ensure that Student is provided acceleration into post secondary courses in mathematics and science. Gifted coordinator will facilitate meeting with Student and college instructors to review lab rubrics at beginning of semester.  Math center will provide support for analyzing data from science lab experiments on Tuesdays and Thursdays.
<i>Progress Reporting Date</i>	1/11/2019
<i>Progress Towards Target</i>	

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

<i>Standards-aligned SMART Goals in strength/interest area(s) : Affective Goal</i>	
<i>Affective Area</i>	College/career planning
<i>Describe the SMART Goal</i>	Student will research colleges and university programs in engineering and provide his parents with 5 sites that he would like to visit by March 2019.  Student will create a college search log and spend 2 hours/month narrowing down his potential choices.
<i>Identify the Standard addressed</i>	ICAP Quality Indicator: Postsecondary Options  Element 2: Students could demonstrate their knowledge through a written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals. Students could: <ul style="list-style-type: none"> <li>• articulate the difference between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit the whole self</li> <li>• communicate the interconnections between self-knowledge, self-directed learning and postsecondary opportunities</li> <li>• demonstrate the ability to navigate and use a variety of technological tools in order to identify and select their career and college options</li> <li>• calculate the costs, benefits, and challenges (including personal, social, environmental and/or family implications) to make informed decisions regarding their individual postsecondary options</li> </ul>
<i>Programming [Adult Actions]</i>	Career Success instructor will meet with Student once a month to develop research strategies and provide counseling support to Student while he develops his college search strategy.
<i>Progress Reporting Date</i>	1/11/2019
<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>Annual Goals Progress</i>	
<i>Recommendations for transition to next grade</i>	
<i>Estimated Date to Review Goal Attainment</i>	5/3/2019

Date \_\_\_\_\_ Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Teacher \_\_\_\_\_ Gifted Coordinator \_\_\_\_\_