**Advanced Learning Plans in Poudre School District**

**What is an ALP?**

**Exceptional Children’s Education Act Statute 22-20-103**

**Rule Section 12.01 (2)**

“Advanced Learning Plan” or “ALP” means a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.

**The ALP is…**

* A strength-based planning guide for curriculum, instruction, and assessment and social-emotional development.
* A record of results and programming options implemented for goal and school success.
* An accountability record showing short term and long term collaborative efforts.
* A dynamic, working document developed and reviewed through collaborative efforts of the teacher/s, parents and students.

**Monitoring**

* The areas selected as priorities for goals are monitored through ongoing assessment and parent-teacher conferences.
* ALPs are managed and monitored by individual schools and educators using a shared file system. ALPs will travel with the student from year-to-year.
* ALPs should be reviewed annually by parents, the child’s teacher/s, the student (as appropriate) and other personnel involved in development.

**ALP Elements**

* **Student Information** – strengths, interests, achievement data, affective needs
* **Collaborative Goal Setting** – parents, student, teacher, GT site coordinator or teacher give input and/or feedback on the appropriate goal/s that will inspire the student toward advanced levels of performance.
* **Interventions/Services** – differentiated instruction, affective guidance, content extensions, and structure for implementation are the four components of a balanced gifted program. Within these components exist many possibilities for providing services for gifted learners. Grouping practices, social-emotional support, tiered instruction, independent learning, mentorships, and acceleration opportunities are just a few options. *Schools* determine the services for the gifted program.
* **Evidence-driven decisions** -
	+ Current student information and annual review will present evidence and information that can guide decisions for acceleration and/or other programming emphasis.
	+ Achievement targets and SMART Goal measures of success are annual primary obligations.
	+ Goals describe the specific and measurable programming emphasis for annual learning and growth.