



South Valley Preparatory School

"Home of the Aztecs"

2551 Karsten Court SE Albuquerque, NM 87102



Gifted Program Plan, 2024-2026

- I. **Describe how the LEA will communicate to parents and school personnel about the gifted program plan.**
 - A. SVP Gifted Program Plan will be on the [SVP website](#); parents can download or request a copy of the plan; and/or
 - B. Parents will receive the Gifted Program Plan at the initial Gifted Individualized Education Plan (GIEP) meeting.
- II. **Describe the identification process the LEA will use to identify gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs to guide student instruction and individualized programming.**
 - A. Procedures to ensure equal access to screening and to ensure proportional representation for all demographic groups pursuant to Subsection A of Section 9 of [3.13.3 NMAC](#).
 - B. Referral and screening procedures –
 1. Screening for students performing in $\geq$ top 5% on a nationally normed assessment. Currently, the Northwest Evaluation Assessment (NWEA) [MAP Growth](#) is used at SVP;
 2. Referral to Student Assistance Team (SAT) (see Head Administrator for SAT chair/liaison contact information); and/or
 3. Parent request—a minimum of one (1) SAT meeting must be held prior to sending the request to the liaison. The meeting notes must include how the student's needs will be met in the general education setting.
 - C. Multiple sources of qualitative and quantitative data to be gathered such as surveys, state and district assessment scores, classroom work, and teacher input.
 - D. Qualification criteria –
 1. $\geq$ 95th percentile or above on assessment.¹
 2. Gather additional data to build a body of evidence for all referrals.
 - E. Gifted Individualized Education Program (GIEP) team procedures –
 1. Gifted team² will review and analyze the data to make an informed decision for gifted placement.
 - F. Timeline –

¹ Use of the [TEAM \(2017\)](#) and [Gifted: Technical Assistance Manual \(2023\)](#) are critical in the identification process.

² The Student Assistance Team (SAT) also serves as the Gifted Team. The Leadership also serves as the Gifted Advisory Committee (GAC).



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1. Gifted team will hold Eligibility Determination Team (EDT) meeting within sixty (60) days of the Permission to Test being reviewed and consented to by the parent/guardian; a Gifted Individualized Education Plan (GIEP) meeting will be held afterwards if applicable;
 2. The gifted teacher³ will keep track of all annual/re-evaluation due dates and deadlines – although once a student has been identified as gifted, she/he generally will remain in the program indefinitely;
 3. The gifted teacher will schedule IEP meetings with parents/guardians and invite the IEP team members (general education teacher, support staff, LEA representative, etc.);
 4. The gifted teacher will collect all related information from general education teachers and others supporting the student to inform development of the IEP;
 5. Meetings will be scheduled no less than three (3) days prior to the meeting date unless the annual due date is less than three (3) days away. In such event, then the meeting would need to be scheduled anytime prior to the annual due date;
 6. IEP meetings may be held without the parent/guardian if there have been multiple recorded attempts to contact the parent/guardian to schedule the meeting. In the event that the student is at the age of majority (i.e., 18 years of age), then the student must consent to inviting her/his parents.
 7. The gifted teacher will facilitate each IEP meeting; and/or
 8. Relevant state-reporting data from the recently held IEP must be submitted to the NOVA coordinator (currently the Office Manager) within two (2) business days.
- G. Methods of communicating with parents about results and next steps of a student's eligibility, GIEP development and review.
- H. Dispute resolution process to address parent/guardian disagreement with the school's gifted identification procedures or outcome or parent/guardian disagreement over gifted services their student currently receives. The dispute resolution process shall be pursuant to NMAC section 14 of 6.31.3 NMAC.
- III. Describe the programming components the LEA will use to address the educational needs of gifted students. Programming components shall develop the strengths and interests of gifted students and address other educational needs as determined by the IEP teams. Anticipating these needs, programming components shall address:**
- A. Alignment of current assessment data to services in the areas of gifted students' needs –

³ The Case manager serves as the Gifted Teacher.



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1. Use of formative and interim assessment to guide differentiation of instruction; and/or
2. Use of such assessment(s) to create flexible groupings in which to place eligible students.
- B. Structures by which gifted students anticipated individual needs shall be met at each grade level –
 1. Flexible standards-based instruction,
 2. Cluster or leveled grouping,
 3. Independent or project-based learning (PBL) opportunities; and/or
 4. Differentiate Instruction (DI) and product-based upon strengths and weaknesses.
- C. Support gifted students' general education teachers in Differentiated Instruction (DI) methods –
 1. Manipulatives and/or multisensory tools;
 2. Enrichment component; and/or
 3. Supplemental materials.
- D. Social, affective, and guidance support systems for gifted students –
 1. Counseling, Social Worker, or SEL Interventionist;
 2. Guardian Contact and Involvement; and/or
 3. Flexible grouping during assignments or projects when applicable.
- E. Alignment of general education and gifted education instructional content with gifted students' areas of strength –
 1. Enrichment component of curriculum (e.g., Houghton-Mifflin which is currently used in math for example);
 2. Pretest for mastery; and/or
 3. Independent studies when applicable.
- F. Articulation to meet gifted students' needs as they are promoted to the next grade
 1. Communicating effectively between case manager, general education teachers, and parents.
- G. Articulation to meet gifted students' needs as they graduate from high school and continue in postsecondary learning setting –
 1. As indicated on the student's Next Step Plan or meeting with receiving high school –
 - a. Recommendation for assistance in finding scholarships;
 - b. Guide towards future careers; and/or
 - c. Guide towards enrollment in higher education.
- H. Pre-advanced placement or precollege support –



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1. Similar to above as SVP is a stand-alone middle school serving 6th-8th grades, the student's Next Step Plan or meeting with receiving high school –
 - a. Recommendation to support student for college entrance essays/application; and
 - b. Support in college applications.
2. Support in finding college entrance requirements –
- I. Grade or subject acceleration –
 1. Acceleration is addressed in SVP's [Assignment, Retention, and Promotion Policy](#).
- J. GIEP development and annual review conducted through GIEP team –
 1. IEP team includes gifted teacher/case manager, LEA representative, parent/guardian, general education teacher, and student –
 - a. Guardian can invite others to meeting; and
 - b. If student has reached age of majority (18 years of age), it is up to the student to invite the parent/guardian.

IV. Describe how the LEA will:

- A. Assess and monitor gifted students' commensurate growth in academic achievement –
 1. Check-in with homeroom/advisory teacher or one of the student's general education teachers;
 2. Progress monitoring including classroom, school, and state level results; and/or
 3. Student meetings to solicit input.
- B. Assess and monitor gifted students' affective development –
 1. Monitor general education classes; and
 2. Parent contact.
- C. Ensure assessment and reporting of gifted students' academic achievement are consistent with accreditation requirements –
 1. SVP will conduct an annual evaluation to ensure statute and regulations are met.
- D. Periodically evaluate the gifted program, including in the evaluation feedback from the advisory committee pursuant to Section 8 of 6.31.3 NMAC –
 1. SVP will review practices and update the Gifted Plan biannually as required by the [Department](#).
- E. Inform parents, educators, and other required GIEP team members of the program evaluation –
 1. Disseminate information through the Gifted Advisory Committee (GAC), which consists of parent(s) and teacher(s).



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- V. Describe the staffing plan and qualifications of those who provide instruction, counseling, coordination, and other support for gifted students. Qualified gifted education personnel shall have professional knowledge about characteristics and needs of gifted students and appropriate instruction methods and shall demonstrate professional competencies in gifted education.**
- A. Teachers who serve as casemanagers for eligible students must meet the state requirements or be working towards their gifted endorsement. At present, SVP reimburses gifted coursework taken and passed by aspiring gifted teachers; and
 - B. All teachers, counselors, social workers, SEL interventionists, and other staff members who support gifted students must hold base/proper licensure as determined by statute and regulation.
- VI. Describe how the LEA will manage and coordinate implementation of the program plan:**
- A. SVP will implement the Program Plan over the course of the 2024-2026 school years, adjust the plan as necessary, and re-submit to the Department when renewal of the plan is due; and
 - B. Regular check-ins by the head administrator with teachers will be conducted to ensure implementation and to provide assistance when necessary.
- VII. Describe professional development activities to:**
- A. Improve and enhance the skills, knowledge, and expertise of teachers and other personnel who provide instruction and other services to gifted students –
 - 1. Teachers will attend professional development opportunities:
 - a. SVP will fund trainings when appropriate although Cooperative Education Services (CES) and the Department have provided a number of high-quality trainings to date that teachers have attended; and
 - b. Teachers can find and request other trainings they may be interested in.
 - B. Recruit and train new qualified gifted education teachers to fill any anticipated vacancies –
 - 1. Posting of such positions not only on the school's website, but also on other sites such as Indeed and/or SVP's social media platforms; and
 - 2. Share knowledge of SVP's gifted (as well as other) endorsement reimbursement program.
- VIII. Describe efforts to collaborate with universities and colleges to provide professional learning of gifted education teachers:**
- A. The head administrator continues to collaborate with faculty from [College of Education and Human Sciences \(COEHS\)](#) at the University of New Mexico



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(UNM) to solicit professional development opportunities for teachers including those who teach or casemanage gifted students.

IX. Provide evidence of the LEA's efforts to achieve equity by reporting:

- A. The number of formally identified gifted students served through gifted programming by grade level, gender, race, ethnicity, twice-exceptionality, and linguistic diversity –
 - 1. Information will be included in required reports to the Department.
- B. The number of non-identified students serviced through gifted programming –
 - 1. Information will be included in required reports to the Department.
- C. The percent of all students identified as gifted through formal identification processes –
 - 1. Information will be included in required reports to the Department.
- D. The number and proportion of gifted education teachers to gifted students –
 - 1. Information will be included in required reports to the Department.
- E. Methods and tools used to monitor the effectiveness of survives as evidenced by gifted students' achievement and commensurate growth –
 - 1. Information will be included in required reports to the Department.