

District Gifted and Talented Program Plan Requirements Johnston CSD

12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This sub-rule does not apply to accredited nonpublic schools.

A. Describe the valid and systematic identification procedures, including multiple selection criteria for identifying gifted and talented students from the total student population (grades K-12)

Evidence:

- Describe the identification criteria and procedures used by the district (grades K-12) for each grade.

PROCESS FOR IDENTIFICATION

- Identification and development of academic talent is an ongoing process. It is expected that children will cycle in and out of the program as they mature and the levels of support and academic challenge they need change. Some may demonstrate ability in STEM, others in Humanities. A smaller number of students will excel in both fields, and are referred to as having general intellectual ability and may qualify for extended studies and a personalized educational plan. An annual review of multiple criteria is a research-based best practice. Referrals may come from teachers or parents, or secondary students. ELP staff communicates with parents, who may make a referral electronically through the district web site or request one from staff. Characteristics that parents observe provide valuable insight. Staff collects data from classroom teachers and meets as a team with math and language arts specialists. If that data shows strengths in specific area(s), programming recommendations are made. Teachers and parents are contacted regarding students' academic needs and placement. Services depend upon need demonstrated and options available.

PATHWAY 1 for ELP identification:

- **Iowa Assessments:** This at-grade level test serves as an indicator of student achievement. Iowa Assessments is a general achievement test, and norms are not specific to our district. Many students score above 90% in JSCD. Using our local population, a student in the 95% may not need extensive accommodations when compared to other classmates. Consistent high scores in standardized tests, such as Iowa Assessments or MAP scores are useful to provide an indicator of high ability and form the initial basis of an ELP placement.
- **MAP – Measures of Academic Progress:** Scores are specific to Johnston standards and benchmarks. While many students score in the *Hi* (75% or above) range, reading and math scores that are two standard deviations above the norm are a strong indicator of very high ability.
- **Classroom Teacher Recommendation:** This is based on products, processes, motivation and grades when applicable. Teachers are trained in the identification process and are able to provide information on high quality products, initiative to complete extensions, evidence of high-level thought process, and rapid acquisition of knowledge. Teachers complete the Extended Learning Observation, including the Renzulli Rating Scale derived from research literature on characteristics of the gifted. Teachers may request additional assessments or review for specific
- **ELP Staff Recommendation:** Observed characteristics, performances, and products over time are noted. Staff watches for trends in consistent, high scores in student data to help determine strengths.
- **Cognitive Abilities Tests/ Other Ability Tests/ Records from Previous Schools:** Cognitive Abilities Tests (CogAT) are not an achievement test, but aptitude tests that measures the natural ability to reason, think and

solve problems. They provide reliable data to indicate a need for placement in advanced programming, especially if some information is incomplete or inconsistent. ELP staff also considers any available data, such as other out-of-level tests or data from previous schools to assist in appropriate placement.

- **Student Information:** Student motivation and initiative is important, thus students in secondary buildings can provide information about themselves through a form on the JSCD web site to assist in appropriate placement to maximize their strengths.

Pathway 2 for ELP identification:

- **Case Study Approach** Students with a unique circumstance, i.e. ELL, twice exceptional, or underachieving will be reviewed individually by a committee of educators. The data, including relevant test scores, teacher and/or parent recommendations from pathway 1 will be utilized when possible as part of the student profile. Interviews with student/and/or parents and previous teachers may be conducted. Students will be compared against others of similar subgroups. In some cases, students may be placed on a trial basis.

Updated 3/2016

Attachments: ELP General ID guide, Added below:

ELP staff General Guidelines for ELP placement in General Intellectual Ability and Specific Academic Ability (PEP and SA)

There are no strictly defined formula or weighted matrix, or cut-off scores, but rather a guideline for levels of service. Generally, students who need a PEP to fully develop their education are often two standard deviations or more above the norm. Those who have a specific academic ability require advanced curriculum in order for academic needs to be met. A selection committee of ELP teachers reviews identification data. We follow best practice in gifted education identification using multiple selection criteria as recommended by Barbara Clark, E. Suzanne Richert and Iowa Code. Classroom teachers receive yearly in-service on identification and their input as trained educators in student performance and ability is valuable. Parental input, especially for young gifted children is solicited, and at the middle school level, self-nomination is added to the process. It is impossible to assess all students' abilities and needs in exactly the same way since each child is unique. Their strengths can come together in a wide variety of ways. We look for consistent patterns in the data for each child. The data profile is a combination of objective test scores including cognitive ability and local achievement scores and subjective observational ratings from teachers, ELP teachers and parent input. We are seeking a good fit in curriculum for each student. The levels of service are matched to the child's degree of need for curricular adjustment, adaptation or enrichment.

Overview of Steps

The ELP teachers review all data as outlined in the identification process and reach consensus on student placement. ELP teachers then review all placement decisions with classroom teachers. We recognize that some students will not meet traditional identification guidelines, due to learning issues or cultural differences. We are prepared to use checklists and other culture-fair methods, and teachers, including ELL staff, are reminded to nominate those children during yearly in-service training. After careful consideration, final placement is determined and parent letters are mailed out. If a parent would question the decision, the ELP coordinator, Kathy Paul, reviews the data and then consults with the building ELP teacher, classroom teacher(s), and building administrator(s). If the decision is still questioned, the parents may approach the Executive Director of Teaching, Learning and Innovation, Chris Bergman.

Score Guidelines

(No cut-off scores are used but consistent data is important)

PEP students: Often top 3% MAP in reading and math/science, CogAT 95% or above; high teacher rating, high performance either in or outside of the classroom; unique abilities that cannot be served in the regular classroom without substantial modifications.

Strength Area Reading/Math: Significant strengths in one or both areas. Often top 4-7 % on CogAT, MAP or other local achievement test with consistently high scores in reading. May have high scores through out-of-level testing, strong teacher rating and/or performance either in or outside of the classroom.

Though not an ELP identification, student who has some inconsistencies in standardized scores or ratings are noted for the classroom teacher. These students may have a high achievement score in IA, but not a strong profile in MAP scores. CogAT scores may be moderate or indicate strength in only one area.

Reviewed fall 2015

B. Goals and performance measures

Evidence:

- Describe program-level goals and performance measures for grades K-12.
- Goals and Performance Measures for the EXTENDED LEARNING PROGRAM (ELP) Working document. Began 2015, implementation through 2020.

1. IDENTIFICATION: We will utilize valid and systematic procedures for identifying gifted and talented students representing the diversity of the total student population. Students will be served in the areas of general intellectual ability and STEM and Humanities strengths. Based on data collected from multiple criteria, individual levels of service will be determined and needs will be met.

Indicators:

- Referral forms from staff and parents
- Meetings with all buildings to collect and review identification criteria
- Evidence of excellence: Products/performance
- Standardized Test scores: CogAT/Iowa Assessments/MAP - to change as data fluctuates

Long-term goal: Refine identification process to ensure entire population is represented.

Evaluation data points:

- Fall 2016- Administration contacted to provide population data.
- ELP teachers discuss ID process in PLC meeting. Student numbers are examined. Pre-K and Kindergarten teachers are providing names of students who need review and/or services this year. When appropriate, these students are added to ELP lists. Discussion of students served, reviewed documents for identification
- Winter 2016- Refine identification process, especially primary and minority populations in our district. Continue to work with District Early Childhood specialists to ensure checklist for parents/ teachers is appropriate. Review ID process/letters, especially at Summit MS and with potential changes in standardized testing.
- Mar-April 2017 ID meetings with teachers. Make any necessary changes to process/documents.
- Year 2017-18—Examine student data to determine if population has changed. Examine program to determine if identification and levels of service are most appropriate. Monthly staff meetings to focus on refinement or restructuring.

2. GOALS AND PERFORMANCE MEASURES: Johnston Community Schools / ELP Vision and Mission Statement, and goals adapted from NAGC will guide our programming. JSCD ELP Five year plan determined in 2015 will serve as template.

- Short-term program goals will be determined, monitored, and modified each spring for the following school year. Board approval will take place annually.
- AEA Gifted and Talented Self- Assessment Tool reviewed for updates. Will review this document for changes and edits to the Five Year Plan for ELP.

3. DIFFERENTIATED PROGRAM: Johnston Community School's Extended Learning Program will provide a qualitatively differentiated program to meet the cognitive and affective needs of our students.

- The Personal Education Plan (PEP) outlines gifted programming for identified students. Goals established in the PEP determine what services will be provided. Formal and informal data collection will occur as we monitor student progress toward achievement of goals.
- ELP teachers will support and collaboratively plan with general education teachers and support staff to differentiate the grade level curriculum and instruction for identified gifted students. This will occur through ongoing professional learning communities and professional development.

Indicators:

- Personalized Education Plans
 - Parent participation
 - Communication records
 - Student records/achievement data
 - Teacher documentation of services
- 2016-2018 Short-term goal: To increase services to ELP students through appropriate programming and qualitative differentiation.
 - ELP staff will record evidence of collaboration as well as collecting evidence of differentiation in the general education classrooms. As part of the in-service design, teachers and students will also be surveyed. ELP staff is a part of the district-wide differentiation team and develops plan for appropriate in-service and training and begins implementation.
 - District data continues to show students performing significantly above grade level in math in the elementary buildings. The ELP staff is seeking research-based systemic resources to meet the gifted students' needs. We are seeking the best placement for students who have mastered math curriculum and are consulting with our district STEM specialist and Director of Teaching and Learning.
 - Evaluation data points:
 - Fall 2016: ELP staff will work with differentiation team/teacher leaders to research and gather appropriate resources for use in a differentiated classroom at each grade level. ELP staff whenever possible will align the concepts being learned in the classroom with challenge tasks

and extension resources for use by classroom teachers and in pullout math sessions. Staff will compile a list and work to ensure all buildings have equal access to the resources for teachers.

- Spring 2017: ELP staff, teachers and administration will review the district acceleration policy in math, so it is clearly understood by all parties, including administration.
- Fall 2017: The ELP staff will begin to develop a chart for each grade level for advanced resources. The purpose is to have resources readily available to teachers as needed. Many teachers approach ELP staff needing immediate assistance, and this PLC goal will make this task easy and effective in meeting teacher needs, and consequently student needs.

4. STAFF QUALIFICATIONS: ELP staff will meet qualifications and state endorsement requirements as specified by Iowa Code 14.20 (13).

Indicators:

- Staff has appropriate certification.

5. IN-SERVICE DESIGN: Johnston Community Schools will continue to support the ongoing professional development of ELP staff. Knowledge gained during professional development will be shared with general education staff, support staff, and administration.

- Professional development related to gifted education will be integrated into the district's in-service and early-dismissal programming for teachers as appropriate.

Indicators:

- ELP participation in ITAG, NAGC, and other training
- Regular education teacher attendance at workshops and ELP training
- E-mail and newsletters (tally)
- Survey of use of strategies (Student and teacher)
- Short-term goal: ELP staff will work with Instructional Leaders to plan and deliver gifted and talented learning opportunities to grade level and department teams integrated with differentiation strategies.

Evaluation data points:

- Fall 2016-Monthly differentiation bulletins continue to be sent to all staff. Work with new staff on specific needs in working with advanced learners. Work with teachers to provide differentiation techniques through PLC/ team training. Develop district-wide differentiation resource web links.
- 2017-18: Differentiation Ideas/strategies continue to be shared through monthly newsletter, web site and training by multiple staff and teacher leaders. Web site for differentiation is in place and regularly updated.

6. PROGRAM EVALUATION: Johnston Community Schools will implement a systematic means of collecting data pertaining to our gifted education program. Extensive input was gathered from

students, parents, and staff in 2015. Based on this data, as well as study of best practices in gifted education, a five-year plan was developed which will be reviewed and adjusted annually. Our Gifted and Talented Program Self-Audit/Reflection tool provides selected aspects of our gifted education program to be examined each school year. At the end of the five-year implementation, it is our intention that all eight areas (Identification of Students, Goals and Performance Measures, Differentiated Program, Staff Qualifications, Budget, In-service Design, Review & Evaluation and Additional Quality Indicators) will be revised and plans implemented.

Indicators:

- G/T Program Evaluation Measurements from Reflection Tool
- Student Surveys
- Parent Surveys

Attachment B1 Vision, Beliefs, Mission Aligned to Program, B2 Five Year Plan (Below)

B1 Johnston CSD Vision: Creating a culture of excellence where students come first.

Extended Learning Program Vision: Gifted children's distinctive learning needs are met throughout the school day.

Extended Learning Program Mission Statement: (revised 2/216)

Johnston Community School District has a responsibility to provide educational programming which will respond to the unique needs of students and maximize their potential. Giftedness is not a static label. We make inferences about student needs based on potential, accomplishments, and performances over time using multiple criteria. Students whose learning needs clearly lie beyond those of their same-aged peers require differentiated opportunities and support facilitated by the Extended Learning Program. These opportunities may vary in kind, degree, delivery, and duration, but include social-emotional as well as academic options.

JCSD Belief Statements:

1. Relationships
 - the uniqueness of all and the value of diversity
 - fostering good character and citizenship
 - a collaborative process involving all stakeholders

In alignment with these district beliefs, the **Extended Learning Program** believes talented and gifted learners come from all socio-economic, cultural, and linguistic backgrounds.

- Because of this belief, we are committed to using multiple identification criteria appropriate for our diverse demographics including those who are twice-exceptional.

2. Environment

- a teaching and learning environment that is safe, supportive and respectful
- a stimulating learning environment that meets individual student needs
- a culture of excellence within a professional community

In alignment with these district beliefs, the **Extended Learning Program** believes gifted students learn best in the company of their intellectual peers.

- Because of this belief, we are committed to using a variety of grouping methods and placing students in an appropriate level of curriculum.

3. Teaching & learning

- our responsibility to ensure that every child will learn
- excellence as the hallmark of our district and our measure of accountability
- rigorous and relevant academic experiences with high expectations for student achievement
- the use of research-based, effective models of instruction
- student needs being frequently assessed and actions taken based on that assessment
- skillful use of modern technology as an essential tool for learning
- a continuous improvement process where schools regularly use data to guide change and improvement

In alignment with these district beliefs, the **Extended Learning Program** believes:

Gifted learners need opportunities to explore their passions and interests in order to develop their talents, promote self-direction and encourage life-long learning while meeting their social/emotional need.

- Because of this belief, we are committed to creating curricular opportunities that are responsive to the passions and interests of each gifted learner.
 - Because of this belief, we are committed to identifying and addressing the unique social/emotional and learning needs of gifted learners.

Gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.

- Because of this belief, we are committed to implementing evidence-based curricular opportunities, supports, and resources that meet the individual needs of gifted learners.

A sound assessment system is an integral part of determining a gifted learner's instructional level.

- Because of this belief, we are committed to using a variety of assessments in order to identify a gifted learner's cognitive and social/emotional level for academic placement.

4. Leadership

- Board of Education and administration focused on adopting policies to support best teaching practices and achievement
- professional learning to enhance the skills and knowledge of people in the organization
- fiscal responsibility and always seeking more effective and efficient uses of their resources

In alignment with these district beliefs, the **Extended Learning Program** believes gifted programming is best when integrated within the Johnston educational system through collaborative efforts. Administrators, counselors, ELP facilitators, classroom teachers, and support staff share responsibility for meeting the needs of gifted learners, which requires appropriate professional development.

- Because of this belief, we are committed to providing learning opportunities and resources for all involved in the district's comprehensive gifted program.

5. Community

- broad-based business and stakeholder support
- partnerships and community involvement
- responsive to the needs of parents and families

In alignment with these district beliefs, the **Extended Learning Program** believes gifted programming is best through collaborative efforts.

- Because of this belief, we are committed to working cooperatively with the Friends of Johnston ELP parent group (JELP) as well as the community at large.
- Because of this belief, we will sponsor programs on topics relevant to the education, development, and parenting of advanced learners.

Attachment B2:

Update on ELP Recommendations and Goals for 2015-2020

Kathy Paul, ELP Coordinator

In spring of 2015, the school board approved year one of a five-year ELP plan. Planning and implementation for changes to programming started with the 2015-16 school year. Below is an update of progress in the categories of Choice, Curricular Support, Counseling/Social-Emotional Support, and Communication.

CHOICE

Completed:

- Elementary- Pilot *A World In Motion* (STEM Grant) in some buildings
- Secondary- 9-10th grades designated advanced LA class for students to self-select is piloted
- Secondary- 9th grade ELP class begins

In Progress:

- Elementary- Expand STEM pullout classes/Add STEM curriculum along with Math Olympiads
- Elementary- Add more literature content in 4th/ 5th grade (in addition to Michael Clay Thompson materials)
- Secondary- Study advanced LA courses & evaluate option for student selection

For the Future:

- All- Examine options for future ELP classes

CURRICULAR SUPPORT

Completed:

- Elementary- Develop & teach common lessons for use in all elementary buildings for K-1
- Elementary- Pilot 2nd grade CogAT Screener to all, with Post-Test administered to approximate top 25% to assist in identification & programming
- Secondary- Meet with 8th & 9th LA teachers weekly
- Secondary- Pilot 3 whole class language arts sections for advanced 8th grade students. Other teachers have 2 sections of clustered students
- Secondary- Add 8th grade humanities exploratory classes in speech & debate, mock trial, & journalism taught by classroom teachers
- Secondary- Support science teacher to develop 8th grade STEM+ Innovation Exploratory for 2016-17

In Progress:

- Elementary- Administration consistently organizes classrooms with cluster groups of 4-8 identified ELP students based on ELP staff recommendations. ELP coordinator & Director of Teaching & Learning communicates importance of clustering and the need for trained teachers
- Elementary- Study options for an elementary school-within-school for advanced sections of grades 3,4, & 5 (clustered CORE classes). Talk to teachers, parents & students in locations where these programs are being developed as well as in our district.
- Elementary- Study future use of Cognitive Abilities Tests.
- Elementary - Dialogue with Joy Palmer at ARC regarding needs of early childhood gifted. Develop preschool identification information & provide resources to help identify students early
- Secondary- No fewer than 5 Strength Area students in an individual basecamp at Summit; ELP input when administration clusters basecamps
- Secondary- JMS Explore options with social studies teachers to provide appropriate programming
- Secondary- Discuss test-out system for competency in 10-12th grades in Bio or Chem/or plan for Honors Biology & Chemistry with science department
- All levels- Provide staff with "Monthly Differentiation Tips" & work individually or in PLC with teachers to differentiate. Work with Instructional Leadership Teams & Chris Bergman to set up time for training in differentiation for all teachers, perhaps using time through the Multi-tiered System of Support (MTSS). Join district Differentiation Team.

For the Future:

- Elementary- Support our early childhood level through collaboration and resources. Dialogue with pre-K teachers regarding needs of gifted. Refine preschool identification information & provide resources
- Elementary- Determine feasibility of elementary school-within-school for some grades.
- Secondary- Assist to develop AP Preparation options for any student who may not have taken an advanced LA course but would like support before taking an AP course
- Secondary- Determine appropriate programming for JMS social studies courses
- All levels- Determine ELP staff needed to implement programming
- All levels- Support differentiation with classroom teachers & teacher leaders

COUNSELING/SOCIAL-EMOTIONAL SUPPORT:

Completed:

- All- Present information regarding social emotional needs to some staff

In Progress:

- Elementary- Develop affective needs units or imbed within all buildings
- Secondary- Work with counselors and staff to provide awareness of gifted children's needs.

For the Future:

- All- Work with counselors to develop curriculum and resources for gifted children

COMMUNICATION

Completed:

- Elementary- Write for JELP newsletter (4 times/year) & bimonthly communication to SA/PEP families
- Elementary- Written communication to parents from ELP staff prior to meeting with students along with a written evaluation at the conclusion of the group
- Elementary- Written communication from ELP staff or classroom teacher regarding flexible math groups. Notify parents when their child is participating and provide a brief summary of the work
- Secondary- Pullout offerings at Summit in Humanities and STEM
- Secondary- Send notice in fall to parents regarding services and conferences
- Secondary- First Lego League at Summit: Grow beyond 2 teams with promotion to girls
- Secondary- "Moodle" online course supplement used in all 8-12th grade ELP classes to provide information
- Secondary- Add early December meeting for all 9-12th grade parents/students interested in more information about future class options
- All- JCSD website houses beginning of year ELP informational PowerPoint and all JELP meeting program information.
- All- ELP teachers collaborate 5x yearly on Wednesdays during professional development, elementary meet as team monthly.
- All- Classroom teachers will be notified of students who are in a "talent pool" of potential ability to serve through classroom enrichment

In Progress:

- Elementary- Work with preschool staff to develop incoming Kindergarten survey for parents, which will help with clustering process for administration
- Elementary- Lessons created for ELP teacher to introduce ELP in each classroom to help all students understand the program
- Elementary- Support classroom teachers by encouraging communication to parents of Talent Pool students who may need differentiation.
- Secondary- Summit ELP teacher creates and disseminates ELP offerings & information
- Secondary- Communicate at Summit 3x yearly with all ELP parents (SA & up) about ELP services & how they meet students at all levels; classroom teachers communicate with Talent Pool students periodically in the same manner
- Secondary- Collaborate with Summit Instructional Leadership Teams & administration to determine how to best meet needs of LA students

- Secondary- Plan to introduce program to all LA classes with identified students at any level. Present to as many classes as possible
- Communicate clearly defined LA 8-9-10 course description at time of registration
- Secondary- JMS ID letter with explanation of classes & several key points with link to revised handbook
- All- JCSD web site information on ELP is restructured

For the Future:

- Secondary- Provide video clip to supplement communication regarding Advanced Language arts classes.
- All- Identification information will be sent in collaboration with district communication regarding STEM & LA placement when applicable

C. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs

Evidence:

- Describe the processes for providing services to meet cognitive and affective needs in the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

LEVELS OF SERVICE

- **STRENGTH AREA:** This service is for students who excel in one or more academic areas. Direct service through a scheduled class or through the ELP teacher may be offered, depending upon needs and available time which will include affective support. Flexible groups in conjunction with regular classroom topics vary in length, content, and frequency and may be pullout or within the regular classroom. STEM (*formerly Math*) indicates excellence in one or more of the areas including: science, technology, engineering, and math. HUMANITIES*(*formerly Reading*) indicates excellence in one or more of the areas including: literature, language arts, and social sciences.
- *The definition of humanities includes disciplines beyond those listed above. Areas such as visual arts, performing arts, philosophy, classics, religion, etc. may be served through other departments in the JCSD.
- **EXTENDED STUDIES/PEP:** Students at this level of service have significant general intellectual and social/emotional needs above the regular curriculum, requiring a Personalized Educational Plan to provide differentiated programming. In addition to the services offered above, direct service includes an option for specific extended studies classes to meet program goals in research, higher level thinking skills, emotional and social behaviors, and self-directed learning.
- **STAR AMENDMENT:** The purpose of the amendment (*) to the identification label is to guide the development of a differentiated curriculum to help assure that the student continues to make academic progress and social emotional needs are met. The student may need extra support. A guidance counselor may be asked to provide assistance or a student might work individually with a teacher on a project. When appropriate, * students may be clustered in a classroom with other ELP students. The main emphasis is to ensure the child is in the most optimal setting for learning.
- **The classroom teacher provides classroom enrichment and differentiation, with support from ELP and other staff such as teacher leaders. Differentiation for advanced learners provides greater complexity in thinking, an increase in depth of the curriculum and pace of instruction.

Overview of ELP by grades:

Prekindergarten – 2nd grade

As early as pre-school or Kindergarten, a child may need some kind of modification of the regular curriculum. Students who start school already reading, for example, need opportunities and materials to read. A student strong in math will need opportunities to investigate patterns and concepts that go beyond the memorization of math facts. Some children have very high academic needs but also need support to have social/emotional needs met. The elementary ELP staff both facilitates and provides these types of modifications. Students are not often pulled out, unless this is the most appropriate way to meet specific needs. The ELP teacher works with large and small groups within the classroom when appropriate. Just as a child grows and changes dramatically between pre-school and grade five, so too, does the ELP program change. In conjunction with many experienced and well-trained teachers, the ELP staff works hard to respond to the academic, social, and emotional needs of the elementary student body. Those with a strong need to have most curriculum adjusted will be placed on a personalized education plan (PEP).

3rd through 5th grade

In the middle level elementary school setting, interactions with the Extended Learning Program and staff often increase as consistent data over time often dictates that more students are identified.

Support for classroom teachers and ELP students:

- Guides – characteristics of gifted students
- Differentiation strategies –
- Professional resources
- Higher-level resources for students

Collaboration with classroom teachers:

- Whole-class literature – variety of books and extension activities
- Math extensions – problem solving, critical thinking, writing about math, game strategies
- Research units – social studies, science
- Contests
-

Pull-out:

- Literature units
- Monitor independent reading
- Math extensions – problem-solving, critical thinking, writing about math, strategies
- Contests
- Investigative research

Individual modifications:

- Facilitate math acceleration
- Facilitate mentorships
- One-on-one assistance through a PEP

Curriculum Differentiation and Extra-Curricular Opportunities:

- Thinking skills instruction and practice
- Interest inventories

- Multiple Intelligences teaching strategies
- Group investigations
- Inquiry activities
- Enrichment activities
- Accelerated curriculum
- Service learning problem solving
- Demonstration opportunities
- Curriculum compacting
- Independent study
- Advanced reading material
- Leadership opportunities
- Creativity and problem solving opportunities
- Mentorships
- Competitions
- Summer talent/gifted opportunities information

6th and 7th grade at Summit

6th: Classroom teachers differentiate the curriculum to meet the varying needs of students. Strategies such as testing out of materials, enrichment projects, increasing rigot, or advanced content materials may be used. Students may be grouped for appropriate services. The ELP teacher supports differentiation through modeling strategies, providing resources, and working with students as needed.

Other students are identified with strengths in a specific academic area such as STEM (Science/Technology/Engineering/Math) or Humanities. Their needs may be met through the classroom teacher also, but often are grouped more frequently for differentiated services, such as moving at a faster pace or reading above grade level content. Children are offered various opportunities to extend themselves, which also helps determine the need for future services. Some students will be scheduled into a short-term ELP class to meet specific content and affective needs.

At the end of sixth grade, all students in the district are reviewed for math placement. Some students are recommended for regular seventh grade math, and some for a faster-paced, Compacted 7/8 Math.

Some students at the highest need for adaptive services are identified as intellectually gifted in all academic areas. These students are clustered in a classroom with students of similar ability with a Personalized Educational Plan (PEP) developed. Several of the PEP students who are highly gifted in math may be “double accelerated” by moving into Compacted 7/8 Math (advanced 7th grade curriculum) by the start of their 6th grade year. This move is done through the direction of the district Math Coordinator and only after careful review and consultation.

7th: Many students are served through cluster groups in the regular classroom enrichment. For those identified as having strength areas or at the PEP level, Extended Studies classes help meet the increasingly diverse needs of high ability students. They are available for qualified students in areas such as math, science, writing, research, exploration of social-emotional issues, communication and speech, and law-related education. Students identified as having strength areas are clustered in classrooms with others of similar ability to facilitate modifications. Students are served in math by continuing the sequence determined at the end of 6th grade.

Some students at the highest need for adaptive services are identified as intellectually gifted in all academic areas. These students are clustered in a classroom with students of similar ability with a Personalized Educational Plan (PEP) developed. Several of the PEP students who are highly gifted in math may be “double accelerated” by moving into Compacted Math (advanced 7th grade curriculum) by the start of their 6th grade year. This move is done through the direction of the district Math Coordinator and only after careful review and consultation.

8th and 9th grade at JMS

* Students may be qualified for advanced courses in area(s) of strength in math, science, and language arts. Identification and notification comes from the district level. Those with a high need for curriculum adjustments will be placed on a PEP.

In the eighth grade, opportunities may include:

Appropriate level of math: often Algebra I or Geometry
Advanced Science
Advanced Language Arts class
Exploratory classes of interest
ELP pullout class during Character/Career class
Extra Curricular Activities & Competitions

In the ninth grade, opportunities may include:

- ELP 9 Self-Study class
- ELP teacher assistance to coordinate special projects, academic acceleration and planning
- Advanced Language Arts 9
- Geometry or Algebra II/Trigonometry
- Biology
- Extra-Curricular Activities & Competitions

10th-12th grade at JHS

Curriculum Differentiation

At the Johnston High School level, ELP staff can coordinate with classroom teachers to provide these services:

- Enrichment activities
- Accelerated Curriculum
- PEP
- Curriculum compacting
- Independent study
- Advanced reading material

Curricular Opportunities

- Scheduling flexibility
- Independent study
- Advanced courses in the visual and performing arts
- ELP class

- Advanced courses in the visual and performing arts
- Electives available in all curricular areas
- On-line courses
- Dual Enrollment courses
- AP courses
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Extracurricular Opportunities

- Creative opportunities (drama, poetry and creative writing competitions)
- Mentorships
- Competitions
- Information about gifted/talented programs available from colleges and institutions during summer and outside the school day

Based upon the identified level of service, the following standards (adapted in 5/2016 from NACG standards are used:

1.1 Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

1.2 Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

1.3 Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

1.4. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.6 Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

1.7 Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

1.8 Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

3.2. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

3.3. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

3.4 Students with gifts and talents become independent investigators.

3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

4.2 Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.3. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.

4.4. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

4.5 Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.

5.7 Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

D. Staffing provisions

Evidence:

- Describe how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/ instructional services at all levels (see 281—IAC 59.5(7)).
- 7 ELP staff members are utilized. 3.4 FTE at the elementary level, 1.5 FTE at grades 6-9 through and .7 at grades 10-12. In addition a .5 Coordinator for the program is provided.

Attachments: D1 Expectations of Staff for ELP Students

Expectations of Staff for Extended Learning Program Students

EXTENDED STUDIES(PEP): Students whose needs require a personalized educational plan to best meet their needs. These students are strong in all academic areas and require a differentiated curriculum to progress academically.

Expectations of ELP Teachers

- * Meet with students & parents to gather initial information about learning needs.
- * Provide classroom teachers with copies of the personalized educational plan with preliminary information completed.
- * Provide guidance for classroom teachers to complete documentation three times yearly if in regular classroom. Meet with teachers as needed.
- * Turn in completed documentation to building principals and distribute to parents.
- * Communicate with teachers and parents as needed.
- * Maintain records on student.
- * Meet with students to provide additional academic and emotional support.
- * Place students in cluster classrooms/provide opportunities to be with others of similar ability.

Expectations of Classroom Teachers:

- * Provide a differentiated curriculum to meet the needs of high-end students.
 - * Document & communicate with parents/ELP teacher three times yearly at a minimum if in regular classroom:
1. What opportunities are offered to students?
 2. What opportunities do students complete?
 3. How did the students perform (rubric or narrative)?
- * Make a recommendation at spring identification as to level of service needed

STRENGTH AREA: Some students excel in one or more specific academic area. Extended learning support is available for students who demonstrate a specific academic strength through classroom performance or through high test scores. The ELP teacher supports the regular classroom teacher with extensions, enrichments, or teaching strategies.

Expectations of ELP Teachers:

- * Provide guidance for classroom teachers to differentiate curriculum
- * Communicate with teachers and parents as needed
- * Provide opportunity for students to be in classrooms with others of similar ability.
- * Meet with students and/or ensure students are provided additional academic and emotional support beyond classroom differentiation.

Expectations of Classroom Teachers:

- * Provide a differentiated curriculum to meet the needs of high-end students.
- * Document & communicate types of services offered to strength area students
- * Make a recommendation at spring identification as to level of service needed

Students not currently on a level of service have needs met through the regular classroom. They are considered our Talent Pool: Students who do not currently exhibit characteristics that require academic modifications yet may need enrichment or extensions in the classroom from time to time. Teachers monitor potential needs and make a recommendation at spring identification if a level of service is needed

E. In-service design (professional development)

Evidence:

- A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners. Johnston Community Schools will continue to support the ongoing professional development of ELP staff. Knowledge gained during professional development will be shared with general education staff, support staff, and administration.

- Professional development related to gifted education will be integrated into the district's in-service and early-dismissal programming for teachers as appropriate.

Indicators:

- ELP participation in ITAG, NAGC, and other training
 - Regular education teacher attendance at workshops and ELP training
 - E-mail and newsletters (tally)
 - Survey of use of strategies (Student and teacher)
- Short-term goal: ELP staff will work with Instructional Leaders to plan and deliver gifted and talented learning opportunities to grade level and department teams integrated with differentiation strategies.

Evaluation data points:

- Fall 2016-Monthly differentiation bulletins continue to be sent to all staff. Work with new staff on specific needs in working with advanced learners. Work with teachers to provide differentiation techniques through PLC/ team training. Develop district-wide differentiation resource web links.
- 2017-18: Differentiation Ideas/strategies continue to be shared through monthly newsletter, web site and training by multiple staff and teacher leaders. Web site for differentiation is in place and regularly updated.

ELP In-service Plan for staff

1. Start of the school year: Training for classroom teachers that have students with a PEP (Invite any teacher who would like to know more about our program, especially new teachers). Information about accommodations, available programming, and documentation should be presented to the teachers. Teachers will need written copies of appropriate documents relating to their area, including the Documentation of Services form, responsibilities of staff (both ELP and classroom) explanation of levels of service, math acceleration plan if new to the district, and the ELP informational brochure which contains the mission statement, identification criteria, and dimensions of service. ELP staff will coordinate information to update or develop a PEP and will then provide this documentation to the classroom teacher by the first conference so parents can review the PEP.

2. Short sessions before/ after school, during in-service times: Will offer specific strategies or information about services or programming.

3. Classes: Differentiation training/graduate classes will be offered when possible as options for classroom teachers.

4. Yearly Identification Meetings: Elementary meetings are held in March or early April, middle grades 7-9 in February/ March/April. All classroom teachers will attend a session facilitated by the ELP staff on the identification process. Teachers will review all students currently served and add students to be further evaluated to a list. Characteristics of the gifted, parent concerns, and needs of students will be addressed. High school, grades 10-12 is an on-going process, using teacher recommendations as needed, but meet in the spring for a review.

F. Each school district shall review and evaluate its gifted and talented programming

Evidence:

- A description of an overall program evaluation and how the evaluation process created an adaption to the program goals, or gifted programming for students.

Johnston Community Schools will implement a systematic means of collecting data pertaining to our gifted education program. Extensive input was gathered from students, parents, and staff in 2015. Based on this data, as well as study of best practices in gifted education, a five-year plan was developed which will be reviewed and adjusted annually. Our Gifted and Talented Program Self-Audit/Reflection tool (from AEA 11) provides selected aspects of our gifted education program to be examined each school year. At the end of the five-year implementation, it is our intention that all eight areas (Identification of Students, Goals and Performance Measures, Differentiated Program, Staff Qualifications, Budget, In-service Design, Review & Evaluation and Additional Quality Indicators) will be revised and plans implemented.

Indicators:

- G/T Program Evaluation Measurements from Reflection Tool
- Student Surveys
- Parent Surveys

At the end of the school year, a survey is given to each ELP student and parent. ELP teachers and administrators then review the surveys to determine potential changes to the program/ update goals. In the 2015 school year, extensive surveys were sent to teachers, parents and students of any child involved in ELP or the Talent Pool. These surveys were used to form the Five-Year ELP Plan.

ELP students are identified in the Johnston student database and students are followed through the years on their proficiency levels of MAPS. Personalized Educational Plans are reviewed to determine if goals have been met. Progress will be made if 80% of the PEP goals are reached.

The ELP teachers look at this local data to determine if any changes in delivery model are needed. From this, teachers, parents and students are able to set new PEP goals to improve achievement.

ELP staff reviews the program by utilizing the Gifted and Talented self-evaluation document from the AEA: <http://www.aea11.k12.ia.us/gifted/SART>

Attached: F1 Parent Survey, F2 Student Survey 6-12, F3 Student Survey K-5

F1 Parent Survey: Evaluating ELP Services

Our district is evaluating the programming and services provided for identified Extended Learning students.

Would you please take time to complete this brief survey, based on your experiences during the 2015-16 school year? Students will receive a separate form to complete. We value your feedback! THANK YOU for your efforts to make our programming for high ability students a success and for your help with this evaluation.

Please complete this survey before June 1, 2016.

If you have questions or concerns, please feel free to contact one of the teachers listed below.

Elementary Staff: Mitzi Hetheron, Lawson and Wallace; Kate Florer, Horizon; Kristen Hartman, Beaver Creek; Nicole Paradis-Williams, Timber Ridge

Middle School Staff: Kathy Paul, Middle School; Colleen Ites, Summit

High School Staff: Sue Cline

Please check all building level(s) your child(ren) are served through ELP: If your opinions vary greatly by school, you may fill out one survey for each child or add comments as needed for clarification.

Lawson Beaver Creek Horizon Wallace Summit Middle School High School

Number of years in the gifted program:

Child 1:

Child 2:

Child 3:

Please mark the circle for the description that best express your view for each statement below. For items marked, "Not Sure" or "Disagree," please note your questions or concerns on the lines available.

1. I am aware of the multiple measures (Iowa Assessments, MAP, teacher and parent recommendations, performance data) used to identify gifted children in our school district.

Agree Not Sure Disagree

Questions or concerns:

2. My child benefited from the opportunity to interact with students of similar abilities.

Agree Not Sure Disagree

Questions or concerns:

3. My child's academic needs were met this year.

Agree Not Sure Disagree

Questions or concerns:

4. ELP helps my child have a better understanding of his/her abilities and giftedness.

Agree Not Sure Disagree

Questions or concerns:

5. Adaptations of the regular school curriculum have been made in the regular classroom for my child.

Agree Not Sure Disagree

Questions or concerns:

6. My child uses the skills and strategies learned in ELP.

Agree Not Sure Disagree

Questions or concerns:

7. The ELP teacher is available to address my questions and concerns.

Agree Not Sure Disagree

Questions or concerns:

8. Opportunities have been provided for me to learn more about my gifted child's academic and social emotional needs, i.e. Friends of Johnston ELP meetings, informational meetings or open houses at the start of the school year, newsletters, and conferences.

Agree Not Sure Disagree

Questions or concerns:

9. In which type(s) of gifted education programming does your child participate?

Check all that apply:

I am not sure

Cluster classroom

Competitions/contests

Flexible pull-out group

Acceleration in _____

ELP courses:

K-5th social/emotional/academic

6-8th scheduled classes

9th-12th scheduled class

10. Additional Comments:

Your name (optional) _____

F2 6-12 STUDENT SURVEY: ELP SERVICES No name, please!

Dear Student,

Your teachers work hard to provide you with challenging and interesting learning options. We want your opinion on how the Extended Learning Program is working for you. We want you to be completely honest and don't need your name on this form. We will use your opinions to help us make the program better. Thanks for your help!

Sincerely,

Your ELP teacher

Please list ELP activities or programs you take part in: _____

(such as ELP classes, advanced science, math or language classes, AP classes, ELP self-study class, contests such as Mock Trial, History Day, Academic Decathlon, Math Club, writing contests, etc.)

Check the choice that BEST expresses your view.

1) Overall, I like the Extended Learning Program:

- a lot
- some
- not at all, because _____

2) When I think about being with others in ELP:

- I usually enjoy spending time with them
- I don't have an opinion that is either good or bad
- I don't enjoy spending time with them most of the time

3) How would you rate your level of learning in ELP activities?

- more than regular classes
- not more than anything in the regular classroom

5) The level of expectations set by the ELP teacher is:

- too high
- just about right
- not high enough

6) Because of my involvement in ELP, my classroom teachers

- expect too much of me
- treat me the same as anyone else
- cut out some work that I already know how to do

7) Students not in the program:

- seem jealous
- treat me the same as always

8) Most of the time, this is how I feel about my participation in ELP: (check all that apply)

- I enjoy working with students of similar abilities
- I enjoy working on group projects
- I enjoy talking about my abilities or issues related to them
- Participation has added to my homework load
- Participation has caused problems with my friends
- Participation has causes me to think about new and different ways to learn
- Participation has helped me to better understand and accept my abilities

___ Participation has helped me to think about future plans or career

___ I would like to continue participation

9) What I enjoy most about ELP is: _____

10) Something I have learned about myself or abilities through ELP that I always want to remember is:

11) One of the best ways to improve ELP would be:

12) What else would you like to share about your participation in ELP? _____

F3 K-5 STUDENT SURVEY: ELP SERVICES

Dear Student,

The teachers and your school work hard to provide you with appropriate challenges. We want your opinion on how things are going. You don't have to provide your name and we want you to be honest. Please add any comments that would help us improve the program.

Sincerely,

Your ELP teacher

Please list ELP activities or programs you take part in: _____

(such as pull-out classes or events)

Check the choice that BEST expresses your view.

1) Overall, I like the Extended Learning Program:

___ a lot

___ some

___ not at all, because _____

2) The amount of time I spend in the program is:

too long

just about right

not long enough

3) When I think about being with others in ELP:

I usually enjoy spending time with them

I don't have an opinion

I don't enjoy spending time with them most of the time

4) How would you rate your level of learning in program activities?

more than regular classes

not more than anything in the regular classroom

5) The level of expectations set by the ELP teacher is:

too high

just about right

not high enough

6) Because of my involvement in ELP, my classroom teachers

expect too much of me

treat me the same as anyone else

cut out some work that I already know how to do

7) Students not in the program:

treat me differently because _____

treat me the same as always

8) Most of the time, this is how I feel about my participation in ELP: (check all that apply)

I enjoy working with students of similar abilities

I enjoy working on group projects

I enjoy talking about my abilities or issues related to them

Participation has added to my homework load

Participation has caused problems with my friends

Participation has causes me to think about new and different ways to learn

___ Participation has helped me to better understand and accept my abilities

___ Participation has helped me to think about future plans

9) What I enjoy most about ELP is _____

10) What I would change about ELP is _____

11) Any other comments _____
