

Gifted and Talented Annual Cover Sheet - 2016

School Districts: Please provide/attach your building/school district plan(s) for K-12 gifted programming. Please address the provisions provided in the guidance for the District Gifted and Talented Program Plan. Then, fill out the below Gifted and Talented Annual Cover Sheet.

School Year 2016-17

School District Johnston Community Schools

School District Teacher/Coordinator of Gifted Programming Kathy Paul

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

For the year, provide the number of identified gifted students in:

K	<input type="checkbox"/>	3	<input type="checkbox"/>	6	<input type="checkbox"/>	9	<input type="checkbox"/>	12	<input type="checkbox"/>
1	<input type="checkbox"/>	4	<input type="checkbox"/>	7	<input type="checkbox"/>	10	<input type="checkbox"/>		
2	<input type="checkbox"/>	5	<input type="checkbox"/>	8	<input type="checkbox"/>	11	<input type="checkbox"/>		

B. Goals and performance measures

For the year, please provide the program-level goals and performance measures for grades K-12.

• This data is from June 2016. Number of students will not add to above spaces, but are: K = 0, as we add students as year progresses when we have more data; 1 = 6; 2 = 39; 3 = 45; 4 = 66; 5 = 77; 6 = 78; 7 = 76; 8 = 84; 9 = 59; 10 = 62; 11 = 112; 12 = 64

Goals and Performance Measures for the EXTENDED LEARNING PROGRAM (ELP)

This working document began in 2015, with 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 of each year of our five-year plan.
- AEA Gifted and Talented Self- Assessment Tool is reviewed for updates. We will review this document for changes and editions 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/ is working towards 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.

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

For the year, describe how the district met the cognitive and affective needs in the gifted and talented program.

LEVELS OF SERVICE OVERVIEW

- **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.
- **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.

D. Staffing provisions

For the year, describe how the gifted and talented program was staffed.

Trained and certified teachers of the gifted include: 3.4 FTE at the elementary level for 5 buildings, 1.5 FTE at grades 6-9 through and .7 at grades 10-12. District Coordinator is .5 FTE.

E. In-service design (professional development)

For the year, list and provide dates of professional development opportunities for the instructional staff to learn how to deliver instruction for gifted and talented students.

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.

Professional development varies with grade and building levels. At all buildings, ELP staff communicate with teachers at the start of year regarding academic and social/emotional needs of identified students. Personalized Educational Plans are available to all teachers and are on Infinite Campus after elementary level, so multiple staff can easily access them. Iowa Talented and Gifted Conference provides opportunities for selected staff annually in October with the NAGC conference for the ELP Coordinator in November. District staff provide sessions at all-district inservices in August, September, and February. April Differentiation Conference was provided to selected staff in all buildings. ELP staff held meetings with all staff at all grade levels March-May regarding characteristics of gifted and identification process. Training on Renzulli Rating Scales was provided at that time, as well as in February.

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

For the year, describe any gifted and talented program evaluation activities including an adaption of goals or programming. Please note if you are on an evaluation cycle, list the year when the gifted and talented program will be reviewed.

The Extended Learning Program underwent extensive review in 2015, with 15-16 school year being year one of a five-year plan. Evaluation included surveys of all shareholders in programming, including parents, administrators, teachers, and students.

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.