

Roland-Story Community School District

Extended Learning Program Handbook

Revised June 2017

The mission of the Roland-Story Community School District is to build a foundation of lifetime learning for our students, families and communities.

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 inservice design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

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Identification

To find the academic talent base for the 3rd-12th grade ELP program, a systematic and defensible procedure is used to screen and identify students' academic talents and abilities. Standardized tests are reviewed to find each student's achievement and ability. Students scoring at the qualifying percentiles on the Iowa Assessments in ELA Total, Math Total, Science, Core Composite, or Total Composite are entered into a screening pool. From this pool, students are assigned points according to the following scale:

95-99%- 5 points

90-94%- 4 points

85-89%- 3 points

80-84%- 2 points

79% and below- 1 point

Teachers are given behavior rating scales as well as a request for classroom grade performance for students in the top 10% of the candidate pool per grade.

A Student Needs Evaluation Committee comprised of grade level teachers and ELP staff uses information gathered to determine students' needs for the top 3-5% of the class. The need could consist of general intellectual ability usually defined in terms of two standard deviations above the mean on individual measures. Students also may have needs in a specific academic aptitude. This is identified by outstanding performance on an achievement or aptitude test (97% or higher) in a specific area such as mathematics or language arts.

Students that move to Roland-Story will have their files reviewed by the ELP coordinator within two weeks upon entry to the district. The ELP coordinator will confer with the Student Needs Evaluation Committee regarding new students' academic needs. Homeschool students will be identified for ELP services based on advanced performance on a professionally recognized achievement or aptitude test, as well as recommendation from the homeschool liaison or other adult, including but not limited to the parent, familiar with the student's academic performance.

To ensure that the academic needs of K-2 students are met, the ELP coordinator coordinates instruction with classroom teachers. ELP staff goes to Kindergarten and 1st grade classrooms twice per month for seven months with enrichment (PET) activities. ELP staff observes students and completes checklists that correlate with the lessons.

In April, K-1 classroom teachers confer with ELP staff to determine students that will take the CogAT test. Results of the CogAT are considered along with teacher observation as a grade level group in order to identify students for the ELP program. ELP staff will work with grade level teachers to design enrichment opportunities.

Goals and Performance Measures

Program Level Goals

Curriculum and Instruction: ELP services include curricular and instructional opportunities directed to the needs of gifted students. These include differentiated curriculum as well as opportunities for subject and grade acceleration.

Program Administration and Management: ELP programming involves creating a systematic means of developing, implementing, and managing ELP services.

Program Design: The development of appropriate ELP programming requires comprehensive services based on sound idealistic, academic and practical support. This includes a continuum of services for gifted learners and appropriately funded gifted education programming that is an integral part of the school day.

Program Evaluation: A systematic study of the value and impact of services that are implemented for ELP services.

Guidance and Counseling: ELP students will be offered strategies to address at-risk behaviors, affective needs, underachievement and career planning.

Professional Development: Staff development will be provided to teachers of gifted education to help serve ELP students with differentiated content and instruction.

Student Identification: Students will be assessed to determine appropriate educational services. Instruments used for student assessments will measure diverse abilities, talents, strengths and needs.

Performance Measures

Students' curricular needs will be assessed by the grade-level district assessments given during the year as well as observations by teaching staff. Scores will help determine the differentiated needs of students. Differentiated and enriched activities will be developed and assessed either by ELP staff or classroom staff to meet the learning needs of students. Personal Education Plans (PEP) are written for each identified ELP student and are agreed upon by parents, classroom teachers, principals and ELP staff annually. Students in the program are provided opportunities to develop critical thinking skills, creativity, problem solving, and reasoning skills. Students interact with peers through various extracurricular activities intended to challenge students beyond the core curriculum. Students may successfully enroll and complete post-secondary enrollment (PSEO) and dual enrollment courses. Staff, students, administration and parents complete evaluations intended to help the ELP program meet the needs of students.

Differentiation to Meet Student Cognitive and Affective Needs

The Roland-Story ELP program may identify and serve students in either of these two categories:

General Intellectual Ability: Usually defined in terms of a high intelligence score (two standard deviations above the mean on individual or group measures). Students with general intellectual talent exhibit a wide-range of general information and high levels of vocabulary, memory, abstract word knowledge and abstract reasoning.

Specific Academic Aptitude: Identified by outstanding performance on an achievement or aptitude test by scoring 97% or higher in one specific area such as mathematics or language arts.

Students in the ELP program at Roland-Story are offered learning opportunities appropriate to their identified gifts, talents, interests, motivation and needs addressing the cognitive and affective growth through varied instructional strategies and program options. These may occur within the regular classroom at grade level, within special programming at the grade level or school, or within special programming beyond the grade level or school.

ELP student outcomes are as follows:

1. Develop more positive self concept.
2. Comprehend own abilities in relationship to self and society.
3. Develop skills appropriate to interact effectively with peers, siblings, parents, and other adults.
4. Increase knowledge in a variety of areas.
5. Develop decision making and problem solving skills.
6. Integrate activities which facilitate the cognitive, emotional, and social development of the individual.
7. Develop individual passion area(s) for learning.
8. Demonstrate responsibility for own learning in and out of the school setting.
9. Ultimately become responsible, creative, independent, lifelong learners.

Staffing Provisions

Position: ELP Coordinator/ELP teacher K-8

Terms of Employment: full time, 5 days a week, TAG endorsement required

Description of Duties:

Coordinator: Work with students, teachers, parents and administrators to identify students. Engage students in enrichment opportunities; monitor differentiated programming through PEPs for K-12; provide inservice to teachers about modifications to regular curriculum; conference with K-12 ELP parents as needed. Additionally, create and align ELP plan, represent gifted students at district meetings, organize and administer an ELP Advisory Council, and work with superintendent, curriculum coordinator and administrators on budget and all aspects of the ELP program.

**primary contact is with ELP teacher*

K-4 Teacher : Work with students, teachers, parents and administrators for the betterment of K-4 ELP students. Observe, analyze and record narratives for Pre-K through first grade students for possible modifications and entrance to the ELP program. Engage grades 2-4 students in enrichment opportunities in the pull-out program, monitor differentiated programming through PEPs for grades 2-4, work with teachers to provide modifications to regular curriculum, conference with grades 2-4 ELP parents at least once yearly, attend monthly ELP meetings, and complete necessary paperwork for the program.

5-8 Teacher : Work with students, teachers, parents, and administrators for the betterment of grades 5-8 ELP students. Engage ELP students in enrichment activities, monitor differentiated programming through PEPs, work with teachers to provide modifications to regular curriculum, conference with grades 5-8 ELP students at least once yearly, attend monthly ELP meetings, and complete necessary paperwork for the program.

Position: 9-12 ELP Teacher

Terms of Employment: one period per day, 5 days per week, TAG endorsement preferred

Description of duties: Work with students, teachers, parents and administrators for the betterment of 9-12 ELP students. Engage ELP students in enrichment opportunities, monitor differentiated programming through PEPs, work with teachers to provide modifications to regular curriculum, conference with grades 9-12 parents at least once yearly, attend ELP parent information nights, attend monthly ELP meetings and complete necessary paperwork for the program.

Inservice/Professional Development Design

Staff development is provided to inform staff about how to identify students and their educational needs, utilize identification procedures to ensure that the program is accessible to students from diverse populations, differentiate learning experiences for gifted and talented students, give guidance to meet the needs of gifted and talented students, supply appropriate materials and activities, and enhance the general education curriculum.

Professional development is provided in multiple ways. Some is provided during traditional professional development time to all teaching staff in a building or across the district, while some is provided via email, newsletter or PLC time.

Process for Review

Please see [Appendix E](#) for the Roland-Story ELP Program Evaluation Matrix.

**Roland-Story Community School District
Appendix A - ELP Program Student Data Sheet**

Name: **Grade:** **Code:**

Date: **Teacher:** **Building:**

General Intellectual Ability

Objective Assessment: Iowa's Composite NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Subjective Assessment: Behavior Characteristic Checklist	52- 50		49 - 47		46 - 45		44 - 42	

Specific Ability Verbal

Objective Assessment Iowa's Reading Total NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: aReading	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: Iowa's Language Total NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: Classroom Reading/Communication Grade	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: Classroom Language Grade	99 - 95		94 - 90		89 - 85		84 - 80	

Specific Ability Quantitative

Objective Assessment: Iowa's Math Total NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: aMath	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: Classroom Math Grade	99 - 95		94 - 90		89 - 85		84 - 80	

Specific Ability

Objective Assessment: Iowa's Social Studies Total NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Objective Assessment: Iowa's Science Total NPR	99 - 95		94 - 90		89 - 85		84 - 80	
Objective: Classroom Science Grade	99 - 95		94 - 90		89 - 85		84 - 80	

**Roland-Story Community School District
Appendix B - Personalized Education Plan**

Student Name:
Lyman/Mr. Klett

TAG Teacher: Mrs.

Date: **Grade/Class:**

School Building:

Area of identification: **General Intellectual**

Specific Ability

Subject	Modifications	Monitor / Evaluation

Plan Agreed upon by: (Sign and date below)

Student	
Parent(s)	
Classroom Teacher(s)	
TAG Teacher	
Administrator	

Notes:

**Roland-Story Community School District
Appendix C - ELP Permission/Student Contract**

_____ has my permission to participate in the Roland-Story Extended Learning Program. I understand that continued participation is based on performance in the classroom as well as in ELP. Exit from ELP during the course of the year will occur only after conference between parent, ELP instructor and student. Selection for ELP will be reevaluated each year.

_____ Parent / Guardian Signature _____ Date

Please include parent email address if available:

I would like to decline having my student in the Extended Learning Program.

_____ Parent / Guardian Signature _____ Date

Student Contract:

I accept the invitation to participate in the Roland-Story Extended Learning Program. I understand that by agreeing to participate I am also willing to:

- * Come prepared for ELP class
- * Make a positive contribution to the group
- * Work on assigned projects and use my time wisely

I understand that not meeting these expectations may result in my being asked to take “furlough” from the program. Exit from ELP during the year will occur after conferences between my parent, my ELP instructor, the principal and me.

_____ ELP Student Signature _____ Date

Roland-Story Community School District
Appendix D - ELP Program Identification
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Student: _____ Grade: _____ Teacher: _____

Classroom Grades By %

Reading: Math: Science: Social Studies: Lang. Arts/Communications:

RENZULLI BEHAVIORAL CHARACTERISTICS (REVISED)

Please read each statement carefully and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Circle the appropriate rating according to the scale titles.

<i>Part 1: Learning Characteristics</i>	Seldom/Never	Occasionally	Considerably	Almost Always
Knowledgeable- Possesses a large amount of information about a variety of topics, beyond the usual interests of grade level.	1	2	3	4
Articulate- Has unusually advanced vocabulary for age or grade level; uses terms in meaningful way.	1	2	3	4
Inquisitive- Tries to discover the how and why of things; asks many provocative questions	1	2	3	4
Analytical thinking- Reasons things out independently.	1	2	3	4
<i>Part 2: Motivational Characteristics</i>				
Task Commitment- Becomes absorbed and truly involved in certain topics or problems; shows persistence in areas of interest to student.	1	2	3	4
Open to challenge- Receptive to new learning; enters into activities with eagerness.	1	2	3	4
Self Directed- Prefers to work independently; requires little direction from teachers or other adults.	1	2	3	4
Methodical- Likes to organize and bring structure to things, people and situations.	1	2	3	4

Roland-Story Community School District
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ELP Program Identification

Student: _____ Grade: _____ Teacher: _____
 Classroom Grades By %

Reading: Math: Science: Social Studies: Lang. Arts/Communications:

RENZULLI BEHAVIORAL CHARACTERISTICS (REVISED)

Please read each statement carefully and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Circle the appropriate rating according to the scale titles.

<i>Part 3: Creativity Characteristics</i>	Seldom/Never	Occasionally	Considerably	Almost Always
	1	2	3	4
Curious- Asks questions and shows interest in many topics.	1	2	3	4
Divergent Thinker- Generates a large number of ideas or solutions to problems and questions.	1	2	3	4
Risk Taker- tries things that are new.	1	2	3	4
Keen Sense of Humor- Sees humor in situations; enjoys witticisms, puns, etc that may not be understood by age peers.	1	2	3	4
Non Conforming- Resists role stereotyping; individualistic; does not fear being different from others.	1	2	3	4

Please return to ELP Coordinator as soon as possible. Thank you!

Appendix E - Roland-Story Extended Learning Program Evaluation
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Questions	Data Sources	Instrumen- tation	Process for Data Collection	Involved Persons	Timeline	Strategies
To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?	-Surveys -Advisory Council -Program documents	-Survey tailored to stakeholder group -Advisory Council protocol -District's demographics	-Survey every three years -Advisory Council meetings annually -Collect district's demographics annually	-GT administrator	-Advisory Council and District info annually -Survey every three years	-Revisit mission and goals to identify outcomes -Analyze program documents
To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?	-Interviews -Surveys -Advisory Council -Program documents -Student pre/post assessment and/or student products	-Survey tailored to stakeholder group -Advisory Council protocol -District's demographics	-Distribute surveys every three years -Conduct focus groups as needed; target a different stakeholder group each time	-GT administrator -Principals	-Conduct every three years/as needed	-Conduct focus group on targeted stakeholder group -Distribute surveys every three years
What evidence exists to document positive student performance trends for students participating in the gifted program?	Possible data sources include: -classroom observation -Iowa Assessments test scores -curriculum rubric scores -teachers differentiated checklists -concurrent credit/dual enrollment credit -student portfolios -projects -grades -FAST data	Possible instrumentation include: -teacher classroom observation instrument -IOWA test -rubrics -teachers' differentiation checklists -grade in concurrent enrollment/dual enrollment class -off-grade level testing (e.g. ACT).	-Collect annually -Administer across all relevant schools and grade levels	-GT administrator -principals in all relevant schools and classrooms -building facilitators -school counselor/ test coordinator (to obtain standardized test results)	-Collect from all schools annually as needed	-Collect and assess data annually -Develop long--and short--term goals based on outcomes
What are the program strengths and weaknesses in relation to the state of the art or best practices?	-NAGC guiding questions to apply to the Pre-K to grade 12 gifted standards	-NAGC Program Standards	-Collaborative assessment (with Advisory Council) program's compliance with NAGC standards	-GT administrator -GT staff -Advisory Council	-once every three years; reassess goal attainment	-collaboratively assess program compliance with national program standards to drive goal setting

Roland-Story Extended Learning Program Evaluation
Appendix E, page 2 of 2

Questions	Data Sources	Instrumentation	Process for Data Collection	Involved Persons	Timeline	Strategies
What is recommended for improving or revising the program?	Examine the following: -Survey responses -NAGC compliance data	-survey responses -district demographics -NAGC program standards	-collect survey responses -collaborative assessment (with advisory council) program's compliance with the NAGC program standards	-GT administrator -GT Advisory Council	-district demography reviewed annually -surveys reviewed every three years -NAGC standards reviewed every three years	-Develop short-term and long-term strategic plans to address weaknesses and capitalize strengths

Adapted from the Arkansas Evaluation Initiative in Gifted Education, Jacob K. Javits Project

Roland-Story Community School District
Appendix F - ELP Program Goals 2017-2018

Goal 1: The acceleration procedures and policies will be researched and updated for implementation in the 2018-2019 school year.

Goal 1 Performance Measures: A process for identifying students for acceleration K-12 will be developed for inclusion in the ELP Handbook. A protocol for students who have been selected for acceleration will also be developed for inclusion in the ELP Handbook.

Activities to meet Goal 1: Best practices for acceleration will be researched. Current acceleration practices in the district will be examined K-12 to investigate alignment to best practices. Other area schools of similar size and demographics will be contacted in order to understand their process for acceleration.

Goal 2: Expand the definition and identification of Gifted and Talented to include creative thinking and visual/performing arts for implementation in the 2018-2019 school year.

Goal 2 Performance Measures: Research and implement identification tools that assess creative thinking and visual/performing arts.

Activities to meet Goal 2: Add staff to the ELP Advisory Council with background expertise in visual/performing arts.

Roland-Story Community School District
Appendix G - Commonly Used Definitions and Terms

Term	Definition
Acceleration	Allowing students to move through material at a pace faster than age-mates and at a rate matching their abilities.
Concurrent Enrollment (CE)	<p>Courses (arts and sciences or career and technical) offered to high school students for both high school and college credit. Enrollment generates an official college transcript for each student where grades, withdrawals, etc. are recorded.</p> <p>(1) On campus career option: face to face course at a college location.</p> <p>(2) Online Career Academy: Student takes a class without going on campus. Students must have a study hall on their high school schedule, and they receive both high school and college credit.</p> <p>(3) DMACC Hunziker Career Academy: Various courses are offered for high school students on the Ames campus. Most classes run from 7:30-9:30 am, and students receive high school and college credit.</p>
Differentiation	Making modifications in the curriculum either in content, product, process, or pace to accommodate the abilities of the learner.
Dual Enrollment (DE)	College level courses taught by high school teachers who are required to follow DMACC curriculum and have a master's degree in the content area. Dual enrollment courses earn both high school and college credit.
Enrichment	Learning activities not found in the core curriculum that are more in depth or from an additional discipline used to supplement a student's educational experience.
Personalized Education Plan (PEP)	A unique plan, usually in writing and signed by the teacher and parent, designed especially for an individual student's needs.
Post-Secondary Enrollment Options (PSEO)	In 2016, legislations revised Iowa Code chapter 261 E (Senior Year Plus). This revision affects the eligibility of community college courses for Postsecondary Enrollment Options (PSEO) where concurrent enrollment agreements are in place. Students may enroll in college level courses at various colleges. However, if DMACC offers a comparable course, the student must be registered through DMACC due to a contractual agreement between DMACC and Roland-Story.