Monticello Community School District

Extended Learning Program Plan

Vision

Providing rigorous, authentic, personalized learning utilizing the local and global communities

Mission

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

Core Values

Effective Instruction
Technology & 21st Century Learning
Collaborative Relationships

Broad District Goals

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

Revised 4/25/2017

Forward

Monticello is a rural school district. The population includes farmers, small business owners, workers in industry and retired citizens. There are many factories within the community. Iowa City is fifty miles away with Cedar Rapids and Dubuque only forty-five miles away. This proximity to larger more urban areas increases the resources available to students. Kirkwood Community College operates a satellite a center within the community.

The district has four attendance centers: Shannon Elementary School which houses grades PreK-1, Carpenter Elementary school houses grades 2-4, Central Middle School possess grades 5-8, and Monticello High School which houses grades 9-12. Amongst these buildings are students who demonstrate outstanding ability or potential ability in reading/language arts and/or mathematics. These students require appropriate qualitatively differentiated instruction and educational services commensurate with their abilities and needs.

Resource areas in each attendance center will be identified for use by an ELP coordinator/teacher, program support persons, and identified students.

Table Of Contents

Revised 4/25/2017

Monticello Community School District Mission Statement

The Mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will possess a desire to be life-long learners.

Extended Learning Program Mission Statement

It is the Mission of the Extended Learning Program (ELP) to deliver challenging educational opportunities to students identified as possessing outstanding abilities and capable of high performance, so they may become significant contributors in a global society.

Core Propositions

1) The Monticello Community School District recognizes that gifted education services must include unique curricular and instructional opportunities directed to the diverse needs of the gifted student

2) The Monticello Community School District supports appropriate gifted education programming that includes systematic means of developing, implementing, and managing services

3) The Monticello Community School District believes the delivery of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical and empirical support.

4) The Monticello Community School District systematically evaluates the value and impact of services provided to gifted learners as a means of continuous program improvement

5) The Monticello Community School District encourages collaboration with community resources and professionals that can be engaged for the student's benefit.

Program Rationale

Revised 4/25/2017

The Monticello Community School District's ELP plan was developed with the following considerations in mind.

In accordance with it's mission statement, the Monticello Community School District recognizes the <u>unique</u> needs of gifted and talented learners and believes that programming for these students must provide differentiated enriching opportunities that allow them to develop their abilities, talents, and interests to the maximum potential.

The Monticello ELP program supports and facilitates the special educational provisions made for identified students in the classroom as they progress from kindergarten through grade twelve. Differentiation for twice exceptional students will be facilitated through thematic and interdisciplinary units, compacting, accelerated and/or continuous pacing, collaborative learning and self-directed study. These instructional methods will provide appropriate provisions for the gifted learner at any grade level.

Research tells us that a primary program should support the cognitive, social/emotional needs of students who show evidence of potential giftedness. Therefore, the district will provide experiences for all students, K-4, that will be a catalyst for the development of this potential. Our assessment and development of gifted potential in the primary grades is a multidimensional approach, which allows time for a pattern of giftedness to manifest itself prior to formal identification.

Our middle school program is based on an awareness of the developmental factors of identified, adolescent students. Curriculum options are consistent with the exploratory nature of middle school education. Programming considers the cognitive and affective needs of students, addresses the persistent ability of students, and responds to the still emerging special abilities of others. Middle school programming attempts to define and maximize students' abilities in this transitional phase of educational life.

Research indicates that identified high school students are in need of accelerated, challenging instruction in core areas, which parallels their exorbitant abilities. High school students need exposure to materials that promote critical thinking and opportunities to discuss controversial topics. They need additional opportunities and time to pursue subjects in greater depth. Gifted high schoolers require teachers who understand their unique needs are able to provide special academic counseling and affective guidance.

<u>Program Goals</u>

<u>**Goal Area: Student Outcomes**</u>
➜Goal #1: Students will develop an understanding of giftedness and the gifted program.

1A. Students will understand the concept of giftedness by exploring and sharing material about gifted people.
1B. Students will understand the overall structure of the program.

Sample Activities:
Students will read about and then discuss literature about gifted persons. Students will read and discuss "The Gifted Kids Survival Guide(s)". Students will review the program goals and discuss their responsibilities to help meet those goals. Students will learn about their brain, how they learn, and their own learning style.

Evaluation Procedures:
Student products and discussions, teacher anecdotal notes, journal entries

Persons responsible for Goal:
The program teacher is responsible for offering these activities and they will be offered throughout the program, with special emphasis during the third grade orientation.

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➜Goal #2: The student will develop as an individual through experiences that foster personal understanding, interpersonal skills, coping skills and career awareness.

2A. Students will develop self-knowledge.
2B. Students will develop interpersonal skills.
2C. Students will look to the future and what it can mean to them.

Sample activities:
Students will engage in activities that lead to self-acceptance and enhance self-esteem. They will complete a learning style inventory and an interest survey. Students will be involved in ongoing group discussion and group interactions. Students will participate in goal setting, leadership development and success/failure activities. Students will be made aware of possible careers throughout the program.

Evaluation Procedures:
Student products, journal entries, and student/teacher interaction

Persons responsible for Goal:
The program teacher and/or the guidance counselor will be responsible for coordinating and/or offering these activities and they will be offered throughout the program.

➜Goal #3: The students will develop advanced learning skills by participation in activities that promote research skills, communication skills, technology literacy and organizational skills.

3A. The students will develop advanced research skills.
3B. The students will develop communication skills.
3C. The students will use the technology as a learning tool and a resource.
3D. The students will develop time management and organizational skills.

Sample Activities:
Students will participate in various library skill units on an accelerated schedule. Students will participate in different types of research. Students will engage in critical reading and analysis activities. Students will communicate in a variety of ways-public speaking, interviews, telephone skills, surveys, photo essays, journals, dramatic presentations etc. Students will develop keyboarding and word processing skills and view technology as a learning tool and source of information.

Evaluation Procedures:
Management plans, product evaluations, time -line completion, teacher input, student products, and student/teacher interaction.

Persons responsible for Goal:
The program teacher is responsible for coordinating the accelerated introduction of library skills. The teacher librarian, classroom teacher, and technology specialist will facilitate many of these activities as well. The major emphasis on library skills will be in the fourth grade, however these objectives are ongoing.

➔**Goal #4: To improve and refine logical, creative and abstract thinking processes.**

4A. Students will improve and refine the skills emphasized in at least three systems of idea production - Bloom's taxonomy (1956), Williams' productive thinking skills (1970) and Parnes' Creative Problem-Solving Process.
4B. Students will improve and refine logic skills.

Sample Activities:
Students will participate in fluency, flexibility, elaboration, originality and evaluation activities. They will use the skills of application, analysis, synthesis and judgment in their independent study projects. They will regularly engage in technology-based activities emphasizing critical thinking, logic games, figural reasoning and inductive and deductive reasoning.

Evaluation Procedures:
Management plans, student products, student/teacher interaction, experience evaluations

Persons responsible for Goal:
The program teacher and the building staff will facilitate these activities throughout the program levels.

➔**Goal #5: The students will explore various content areas by use of seminars, in-depth studies and enrichment activities.**

5A. Students will participate in enrichment activities.
5B. Students will plan and conduct in-depth studies in areas of individual interest.
5C. Students will participate in seminars of interest.
5D. Students will experience challenge through differentiated classroom experiences.

Sample Activities:
Interest centers, field trips, guest speakers and adventure trips will be planned and conducted. The skills necessary to conduct an independent study will be taught. Seminar areas might include futuristic, problematic, controversial etc.   Curriculum adjustments will be made throughout the K-12 system as needed. These might include compacting, acceleration or independent study.

Evaluation Procedures:
Product evaluation, teacher input on evaluations, management plans, and classroom performance

Persons responsible for Goal:
These activities are ongoing and will be facilitated by both program and classroom teachers.

Goal Area: Curriculum and Instructional Strategies

➜**Goal #6: To provide accelerated math and reading/language arts programming options to meet the diverse needs of identified students.**

6A. Students may participate in the program option stressing cognitive development in math and/or reading/language arts.
6B. Students may participate in activities stressing the affective development within the alternate programming option in math and/or reading/language arts.

Sample Activities:
See Students Outcomes: Goals 1, 2 ,3, 4, and 5

Evaluation Procedure:
Annual activity summary, trimester and semester assessments, parent-teacher conferences, and year-end evaluations

Persons responsible for Goal:
The program teacher will be responsible for these ongoing activities at the K-6 level. Content area teachers will be responsible for these ongoing activities at the 7-12 level.

➜**Goal #7: To provide uniquely supportive academic guidance and counseling to identified students participating in the program.**

Revised 4/25/2017

7A. Student performance in the program is closely monitored.
7B. Student performance in the program is analyzed regularly.

Sample Activities: MAP testing growth data grades 3-10
                          Student work portfolios, ITED/ITBS data

Evaluation Procedures:

   Program evaluations, project evaluations, and classroom grades. The program teacher, the classroom teachers, and guidance counselors facilitate these ongoing activities. The placement committee may also be involved.

➔**Goal #8: To implement cooperative activities amongst program staff, content area specialists, and other available personnel.**

8A. Students will be offered advanced placement in the reading/language arts strand.
8B. Students will be offered advance placement in the math strand.
8C. Students will be offered support in the pursuit of independent studies.
8D. Students will be offered differentiated classroom activities.

Sample Activities:
Scope and Sequence developed. Diagnostic and prescriptive teaching implemented wherever possible. Curriculum compacting offered.   Thematic and interdisciplinary topics chosen to facilitate a systematic and integrated approach to an area of study.

Evaluation Procedures:

   Scope and sequence for program, scores on formative, summative and diagnostic assessments, program documentation

Persons responsible for Goal:

   The program teacher and the content area teacher will facilitate these ongoing activities.

Goal Area: Program Administration and Management

➔**GOAL # 9: To implement program goals and objectives.**

9A. Articulation of curriculum and/or activities.

Sample Activities:
   Program objectives and activities

Evaluation Procedure:
   Evaluation procedures outlined herein

Persons responsible for Goal:

   Program teacher/coordinator, building staff, and administration work together to facilitate this ongoing activity.

Revised 4/25/2017

➜Goal #10: To provide learning opportunities about the gifted learners and gifted programming for district personnel.

     10A. In-service about gifted students' affective and cognitive needs.
     10B. Encourage attendance at conferences and workshops on gifted education
     10C. Provide for development of program teacher.

Sample Activities:
     Provide awareness sessions at all levels, provide substitute teachers, transportation and workshop fees for meeting attendance, ITAG, and other pertinent conferences.

Evaluation Procedures:
     Program documentation

Persons responsible for Goal:
     The program coordinator/teacher, administration, Grant Wood AEA, ITAG, Belin-Blank Center, and Iowa Department of Education are all responsible for this ongoing learning.

➜Goal #11: To provide information about the program for parents and community members.

     11A. Encourage awareness of needs and characteristics of talented and gifted through reports, newsletters and media presentations.
     11B. Develop an avenue for parents to network

Sample Activities:
     School Board presentation, newspaper support, parent newsletter, invitations to program events, email and telephone calls

Evaluation Procedures:
     Program documentation and end of year evaluations.

Persons responsible for Goal:
     The program teacher/coordinator is responsible for these ongoing activities.

➜Goal #12: To foster communication between ELP staff, classroom teachers, other building staff and administration.

     12A. Periodic polling of teachers on possible cooperative activities.
     12B. Established teacher contact times.

Sample Activities:

Revised 4/25/2017

Survey forms in newsletters, presentations at staff meetings, notes of interest, invitations to program events, face-to-face collaboration between teachers

Evaluation Procedures:
Program documentation and year end evaluations.

Persons responsible for Goal:
The program teacher/coordinator is responsible for this ongoing activity.

➡**Goal #13: To provide access to resources and local experts from within the district and the community in program activities.**

13A. Sharing of expertise with students

Sample Activities:
Presentations and mentorship

Evaluation Procedures:
 Input from the teacher, students, and other individuals involved.

Persons responsible for Goal:
The program teacher/coordinator, guidance counselors, and content area teachers facilitate this on an ongoing basis.

➡**Goal #14: To educate the regular classroom teacher in the methods of differentiated curriculum for students in the classroom.**

14A. Encourage awareness of needs and characteristics of talented and gifted through reports, newsletters and media presentations.

Sample Activities:
In-services provided, teacher-to-teacher collaboration

Evaluation Procedures:
Program documentation and end of year evaluations.

Persons responsible for Goal:
The program teacher/coordinator is responsible for these ongoing activities.

Goal Area: Program Development

➡**Goal #15: Design and utilize an evaluation model for assessing the program in terms of pupil progress and program administration with consideration for students, parents, program teachers, classroom teachers and administrators.**

Revised 4/25/2017

15A. Formative Data
15B. Summative Data
15C. Consideration of program development, refinement, modification and expansion.

Sample Activities:
Assess attitudes, gain insights, solicit recommendations, gather product data and intrinsic data

Evaluation Procedures:
Surveys, anecdotal records, questionnaires and interaction analysis, year-end evaluations

Persons responsible for Goal:
The building staff, program teacher/coordinator, and administration are responsible for this ongoing activity. Data will be reviewed at the end of each year an action plan will be developed and monitored.

Program Objectives

1) A compressive process for student nomination is coordinated in order to determine eligibility for gifted education services. Instruments used determine eligibility for gifted education service measure diverse abilities, strengths, and consider cultural influences, socioeconomic status and twice exceptionality.

2) Regular classroom curricula and instruction are adapted, or modified to meet the needs of gifted learners. Instructional pace is flexible and allows for curriculum acceleration and compacting.

3) Qualified personnel are involved in the education of gifted learners, completing and/or working towards certification or degree in the area of gifted education and completing staff development activities. Personnel meeting the Iowa Department of Education qualifications for Administration and/or Gifted and Talented Education will oversee administration of the Extended Learning Program

4) Gifted education programming provides early college and career guidance services, counseling materials support the unique needs of gifted learners.

5) Staff development and support is provided for all persons involved in the education of gifted learners

6) The budget supports salaries, staff development activities, resources, and materials, flexible programming, and identification procedures

7) Formative program evaluations are completed annually in a written format designed to present results and encourage continuing improvement. Extensive program evaluations using substantive data collection from multiple district stakeholders are completed on a 5-year cycle.

The Identification Process and Procedures:

Objective 1: A compressive process for student nomination is coordinated in order to determine eligibility for gifted education services. Instruments used determine eligibility for gifted education service measure diverse abilities, strengths, and consider cultural influences, socioeconomic status and twice exceptionality

The Monticello Community School District Extended Learning Program (ELP) provides services to students in grades kindergarten through twelve who have been identified as possessing outstanding abilities in the area of specific ability aptitude for mathematics and/or reading/language arts.

"Specific ability aptitude" for reading/language arts refers to students who have exceptionally high achievement or potential and a high degree of interest in this field of study.

"Specific ability aptitude" for mathematics refers to students who have exceptionally high achievement or potential and a high degree of interest in this field of study.

Students in both areas will demonstrate task commitment to a high degree enabling them to achieve maximum results from the ELP program.

The identification process will include objective and subjective measures. Students will be placed in the program based on the compatibility of their needs and the program offerings and whether other options exist that may be more suitable.

Identification Process and Procedure Guidelines

- All students within the district comprise the initial screening pool of potential recipients of gifted education services
- Information regarding the characteristics of gifted students in areas served by the district and the process for nominating students is annually distributed to parents and staff members
- ELP identification process is completed in the spring of each year
- Enrichment nominations are ongoing
- Student assessment data comes from multiple sources which include both qualitative and quantitative measures: CoGat, Iowa Assessments, portfolios, parent nomination, teacher nomination, student self-nomination, MAP testing data, and assessment profiles.
- Nominations for services are accepted from any source

Revised 4/25/2017

- Assessment is responsive to students' race, creed, color, gender, national origin, religion, age, marital status, gender identity, sexual orientation or disability
- Assessment profiles reflect the learners interests, learning style and educational need

Steps to the Identification Process & Criteria for Identification
Screening Process Step 1 (Information Gathering)
- Students must meet two or more areas or criteria on the table below to continue on in the screening process.
- In the spring of each year the ELP teacher gathers information from sources below

Identification Means	Instrument Used	Criteria on Instrument	Type of Criteria Subjective or Objective
Teacher Nomination	Appendix B		Subjective
Parent Nomination	Appendix B		Subjective
Student Self-Nomination	Appendix B		Subjective
Student Achievement Data	Iowa Assessments (Formerly ITBS/ITED) Appendix K	*National Standard Scores that would be considered to fall in the highly advanced range for each grade level (see Appendix K)	Objective
Student Achievement Data	MAP RIT Appendix K	fall in the gifted range in math, reading and/or language arts per the student's grade level	Objective
Student Achievement Data	CoGat Screener	Score of 126 or higher	Objective
Student Achievement Data	Gates Macginitie	Core Total percentile rank of 97 or higher	Objective
Advocacy	BESTS testing, alternative inventory data, individual testing		Objective
Advocacy	two letters of support	,	Subjective
Advocacy	portfolio		Objective/ Subjective
Iowa Algebra Test (Middle School)		Voluntary test given to students to determine Algebra Readiness	

Screening Process Step 2 (Nomination Committee)

- A nomination committee is formed. Nomination committees are typically made up of the ELP teacher, school counselor, building level administrator, and classroom teachers
- The following data is added to the student's information that was collected in step one of the identification process.

Identification Means	Instrument Used	Criteria on Instrument	Type of Criteria Subjective or Objective
Modified Behavior Characteristics of Superior Students …. Completed by both parents and teacher	Renzulli Rubric (Appendix B)	Learning Characteristics Motivational Characteristics	Subjective
Mathematical and/or Reading Characteristics (depending on the students screening data)	Classroom work		Subjective

- Students must meet one objective and one subjective criteria to proceed in the process
- This information is analyzed and reviewed by the nomination committee. Students who show needs relative to the programming at this step move to final assessment

** Due to the fact that the ELP building coordinator complies all data for the nomination committee review he/she records the group's discussion, but does not vote for or against final assessment.
*** Information that would make students identifiable is removed from the materials collected for committee review

Screening Process Step 3 (Identification and Placement Process)

Revised 4/25/2017

- Using a case study approach, the data (including at least one piece of data from both the subjective and the objective category) is analyzed and attention given to careful ranking for decision-making.
- The decision for placement must be based on the suitability of the program for each candidate and whether other options exist that may be more suitable.
- The nomination committee constantly asks, "Who is showing a need for differentiated programming?"
- Task commitment is seen as an important part of the program, the Renzulli rating scale for motivational characteristics is important information.
- *Advocacy* is used for the student that, for whatever reason, may not be found using the traditional methods of identification. Teachers involved in the teaching of math and/or reading are included in this process. This is especially true for twice exceptional students
- ELP coordinator records the nomination committee's final decision regarding placement or non-placement in the Extended Learning Program
- Letters stating the committee's final decision are sent to all students' parents that participated in the nomination process

Entrance and Exit Guidelines

Monticello Community School District recognizes that educational services provided within and outside of the general classroom setting need entrance and exit guidelines for cohesive program management. The guidelines are as follows:

Revised 4/25/2017

A.   While students may be considered for placement at anytime, formal nominations will take place mid-year of third grade, and in the spring of fourth - sixth grades. Over time, students not qualifying for initial placement may show a need for placement.

B.   Students will be allowed to drop from the program upon written request from the parents. A conference with the program teacher/coordinator will precede removal of the students from the program. (Appendix D)

C.   Students will be removed from the program upon recommendation by the program teacher/coordinator for the following reasons:
    1. Lack of interest or motivation on behalf of the student.
    2. Student's failure to cooperate.
    3. A failure of the identification process to make a match between program and student needs.

D.   It is also recognized that parents and/or a student, while agreeing with the need for identification, may not wish to participate in a given program option that has been suggested. Parents and students will be requested to fill out a form indicating which options they do not wish to participate in. (Appendix E)

A conference with the program teacher/coordinator, the parents and the student will be held prior to exit from services.   The counselor, building administrator, and classroom teacher(s) may be invited to add input to this conference. After receiving the written recommendation of the group, the parent has the right to appeal, in writing, to the District Superintendent.

E. If a student chooses to reenter the program following voluntary removal parents will need to request program reentrance. A student file review will take place to determine appropriate services. A meeting between the program coordinator and parents may also take place, but is not necessary.

F. Once a student is entitled to programming, they do not need to go through the identification and committee placement process again. Program Coordinators will continue chart progress and standardized test scores. If concerns arise, a meeting with the parents will be scheduled to determine if continued placement is appropriate.

Program Overview

Objective 2:   Regular classroom curricula and instruction are adapted, or modified to meet the needs of gifted learners. Instructional pace is flexible and allows for curriculum acceleration and compacting.

The ELP curriculum addresses both the cognitive and affective needs of identified students. Cluster grouping, acceleration (whole group and subject),

and guidance are key features of the K-12 program. Classroom teachers, program teacher/coordinator and counselors will facilitate these features.

Services for K-3 will be provided on an individual, as needed basis. An evaluation of student needs will be conducted at the request of parents and/or teachers. Programming provided follows an enrichment approach. The Gifted Education teacher will provide supports for enrichment and extension for the general education teacher to provide within the classroom setting. If a student demonstrates a greater need then what can be provided in the general education setting additional steps towards program entitlement will be followed in order to meet the students' academic and social/emotional needs. Acceleration is a possibility. Students receiving services will be evaluated yearly to determine if continued programming is appropriate. Formal identification will take place during the second semester of third grade. At this time all parents and teachers are invited to nominate students for ELP services.

Exceptional academic work samples, assessments teacher anecdotal notes, and Renzuil rubrics forms from parent and teacher are kept in a portfolio that will follow the student throughout his/her K-3 years. Both of these components will assist in the task of recognizing a pattern of giftedness over time and in developing potential giftedness in the K-3 population.

Students at the 4-6 grade level are provided a program that consists of different materials, a faster paced presentation and continued possibilities for acceleration. Students in either area leave the regular classroom, during math or reading time and attend ELP programming on a daily basis.

Grades seven through twelve math strand consists of continued acceleration of subject matter at a pace matching the students' needs and abilities.

The seventh and eighth grade reading/language arts program will vary according to need. Options might include a guided-independent study program, acceleration of subject matter at a pace matching the students' needs and abilities, and/or a separate reading/language arts class. The 8th Grade Advanced English class is designed to align with Advanced English 9 at the high school level. This includes an adjusted grading scale, in-depth projects and course work as well as an accelerated reading pace with literature at a higher content level.

Students in grades 9 through 12 have several options available to them in terms of advanced course work. They also have the option to attend Academix, which is a monthly meeting for ELP students during Seminar time that is designed to cover specific topics that are essential to the success of gifted learners at the high school level (an in-depth list of activities and concepts is included in the charts on pages 18, 19 & 20 of this plan).

Primary instructional settings are the regular classrooms and ELP resource room. Resources include staff from each attendance center, district, community and college libraries, computer and software library, community resources and places of educational interest in the Midwest.

The program will provide ongoing in-service opportunities for both the program staff and district personnel.

Principles of a Differentiated Curriculum for Gifted Learners

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study
3. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use new techniques, materials, and forms.
12. Encourage the development of self-understanding (i.e. recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others).
13. Evaluate students outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

**Differentiated and Extended Program Activities are listed in the following charts.

Differentiated & Extended Program Options for Students Entitled to ELP Services

Additional Program Offerings	K	1	2	3	4	5	6	7	8
Young Author's Celebration	X	X	X	X	X				
College for Kids- Cedar Rapids GWAEA					X	X	X		
College for Kids – NICC Peosta Campus				X	X	X	X	X	X
Young Writers Conference	X	X	X	X	X	X	X		
National Geographic Bee								X	X
Math Counts								X	
Belin Blank Summer Institutes					X	X	X		
Battle of the Books							X		
FLL Lego League						X	X	X	X
Future Problem Solvers						X	X	X	X
Coe College for Kids							X	X	X
BEST Testing					X	X			
PreSAT/SAT/ACT							X	X	X
Kirkwood for Kids		X	X	X	X	X	X	X	X
Coe College Playground Science Night					X				
WINGS Institute					X	X	X	X	X	X
Open Minds, Open Doors							X	X	X
Discover Summer School					X	X			
Challenge 2050 Camps- ISU			X	X	X	X	X	X	X

Differentiated & Extended Program Options for Students Entitled to ELP Services

Additional Program Offerings	9	10	11	12
Programs				
PSAT/NMSQT AWARENNESS	X	X	X	X
College Planning Time tables	X	X	X	X
Scholarship Awareness	X	X	X	X
Instruction in: Independent Living vs. Approval Seeking	X	X	X	X
Skillful Thinking (Arthur Costa)	X	X	X	X
Logic puzzles and reasoning	X	X	X	X
Instruction and counseling in: Affective (social/emotional) aspects of giftedness	X	X	X	X
Goal setting instruction: How to Hit a Moving Target	X	X	X	X
Lexile Levels- How to Challenge your reading skills	X	X	X	X
Exercises in stretching creativity	X	X	X	X
Enrichment Opportunities				
Profiles of Nobel Laureates	X	X	X	X
First Amendment Freedom of the Press	X	X	X	X
Are you a liberal or a conservative. Exploring the major parties	X	X	X	X

Differentiated & Extended Program Options for Students Entitled to ELP Services

Courses	9	10	11	12
AP Courses in English	X	X	X	X

Revised 4/25/2017

AP Courses in Math	**X**	**X**	**X**	**X**
AP online Courses	**X**	**X**	**X**	**X**
Academix – 1x per month for students receiving ELP services	**X**	**X**	**X**	**X**
Independent Study Option in high school courses via classroom differentiated instruction	**X**	**X**	**X**	**X**
PSEO for students entitled to ELP services	**X**	**X**		
PSEO for all students			**X**	**X**
Concepts Covered				
Academic Advancement	**X**	**X**	**X**	**X**
Advanced Learning Skills	**X**	**X**	**X**	**X**
Advanced Thinking Skills	**X**	**X**	**X**	**X**
Career Training Options	**X**	**X**	**X**	**X**
Enrichment	**X**	**X**	**X**	**X**
Exploration of Interests	**X**	**X**	**X**	**X**
Giftedness	**X**	**X**	**X**	**X**
Self Awareness	**X**	**X**	**X**	**X**

Revised 4/25/2017

Provisions for Qualified Staff

Objective 3: Qualified personnel are involved in the education of gifted learners, completing or working towards certification or degree in the area of gifted education and completing staff development activities. Personnel meeting the Iowa Department of Education qualifications for Administration and/or Gifted Education will oversee administration of the Extended Learning Program

Guidelines for Staff Assignments, Duties & Responsibilities:

District Superintendent:

- Holds appropriate credentials from the Iowa Board of Educational Examiners
- Act as a liaison to the Board of Education
- Review program plans and make recommendations to the Board of Education
- Communicate necessary information to program teacher/coordinators
- Approve budget expenditures
- Directly supervise ELP Administrative Liaison
- Attends in-service trainings
- Demonstrates program advocacy

Building Administrators:

- All administrators hold appropriate credentials from the Iowa Board of Educational Examiners
- Building Administrators will serve as overseers of programming in their respective buildings
- Oversees delivery of differentiated curriculum, record-keeping, and conferences about students
- Supports in-service training for classroom teachers
- Assists with program evaluation
- Demonstrates program advocacy
- Direct supervisor of program teacher
- Attends all in-service training for staff

ELP Administrative Liaison

- An administrative liaison will be assigned to work closely with the K-12 Extended Learning Program teachers and assist with program evaluation, budgetary concerns, and programming issues that arise
- Supports in-service training for classroom teachers
- Assists with program evaluation
- Demonstrates program advocacy
- Attends all in-service training for staff
- Position may be held by a Building Principal, District Curriculum Director, or Superintendent
- Review program plans and make recommendations to Building Principals and the Superintendent of Schools

ELP Teacher/Coordinator:

- Teachers involved in the delivery of programming are appropriately certified or are working towards certification to teach gifted and talented education
- Each program level teacher will serve as an ELP teacher/coordinator for their program
- The responsibility for the education of gifted learners is a shared one requiring cooperative relationships between gifted education, special education, and the general classroom
- A K-12 ELP team consisting of the K-12 ELP teachers. Building principals and the ELP administrative liaison work together to address issues and student needs
- Participate in screening of students for placement in program
- Plan and implement the program
- Attend in-service meetings, workshops, and appropriate classes to develop professional expertise
- Write and submit reports as required by the program
- Provide information for parents, classroom teachers, administration and school board about the gifted education program
- Serve as a resource person to classroom teachers, grades K-12
- Conduct program evaluation
- Coordinate special student activities
- Provide in-service meeting for parents and community as needed
- Make available/conduct in-service meeting for classroom teachers
- Plan and implement parent/teacher conferences
- Represent the district at various occasions

General Classroom Teachers

Revised 4/25/2017

- All classroom teachers hold appropriate credentials from the Iowa Board of Educational Examiners
- Differentiate curriculum for identified gifted students in grades K-12
- Consult with program teacher/coordinators regarding student progress
- Fill out teacher referrals and recommendation forms for screening and identification procedures for ELP
- Attend staff in-service programs
- Inform program teacher/coordinator of issues with scheduling or students
- Provide input for program evaluation
- Demonstrate program advocacy

Meeting Needs the of Gifted Learners

Objective 4: **Gifted education programming provides early college and career guidance services, counseling materials support the unique needs of gifted learners.**

How unique needs are met:

- The acquisition of new library and other resource materials supports the needs of gifted learners
- Gifted programming provides up-to-date technology to support appropriate services
- Gifted learners are provided with college and career guidance that is specific to their unique needs and is delivered earlier than typical programs
- Gifted students who do not demonstrate satisfactory performance are provided with intervention services
- Gifted students and their parents are informed of talented and gifted opportunities that are available within the district and throughout area.

Staff Development

Objective 5: **Staff development and support is provided for all persons involved in the education of gifted learners**

Opportunities for Staff Development:

- School personnel working with gifted learners participate in staff development programs, activities, or classes related to educating gifted learners
- Staff development activities are supported and funded by the school district
- Staff are encouraged to network with other school district gifted and talented teachers. Teacher Quality funds reimburse the district for substitute teacher pay
- ELP teachers are encouraged to attend the spring and fall ITAG conference
- K-12 staff information regarding gifted education is provided annually

In-service Design

In-service design and professional development for Gifted Education teachers an all staff can take place in many formats. It is offered on an annual basis and more frequently then annual as needed.

All AIW scoring sessions during Professional Development focus on meeting the needs of each learning at their ability level. When scoring student work it is typical for teachers to bring samples of high achieving work to obtain suggestions on how to challenge students that are in need or academic work that is beyond grade level.

In-service is also provided on ELP guidelines and procedures for program qualification on an as needed basis. Professional development content is often driven by evaluation feed back that is both formative and summative in nature.

-

ELP Budget

Objective 6: The budget supports salaries, staff development activities, resources, and materials, flexible programming, testing subsidies, and identification procedures

Budget provisions:

- The ELP budget is sufficient to provide for the needs of the differentiated curriculum
- The ELP budget is sufficient to provide qualified staffing
- The ELP budget is sufficient to provide appropriate in-service programs for staff

- A line item budget for ELP is created annually and can be accessed by contacting the District's Comptroller
- The state funding formula is used to formulate the district's ELP budget on an annual basis

Program Evaluation

Objective 7: ***Formative program evaluations are completed annually in a written format designed to present results and encourage continuing improvement. Extensive program evaluations using substantive data collection from multiple district stakeholders are completed on a 5-year cycle.***

Program Evaluation Overview:
Evaluation is designed to measure program outcomes and to provide guidance for program improvements. Evaluation will take place at several levels throughout the program and utilize a variety of methods to measure attitudes and feelings of program participants.

Students will assist where possible in determining evaluative guidelines for specific products. Portfolios and grade reports will include evaluative information of both affective and cognitive domains at the classroom level.

Trimester and semester evaluations of students performance in both strands of the program will be provided to parents, students and classroom teachers. Parent/teacher conferences will be offered twice a year.

Summative evaluations will be conducted at the end of the year for the purpose of determining how well the program met the goals and objectives outlined in sections five and six of this plan. Parents, students and teachers will be asked to complete an evaluation form. (See Appendixes F, G & H)

The program administrative liaison will facilitate an overall review of the program utilizing Karen Garvin's Gifted and Talented Assessment Rubric on a 5-year basis. This report will include data from various program stakeholders. An action plan for areas of improvement noted in the program evaluation will be created and monitored.

Guidelines for Program Evaluation

- Personnel conducting the evaluation possess expertise in program evaluation of gifted education
- The evaluation reports the strengths, weaknesses and critical issues that influence program services
- The evaluation committee conducts both formative and summative evaluations as required by the Iowa Administrative Code

Evaluation Procedures:

Evaluation Stakeholders	Timeframe	Tool Used
Student review	Annually - Spring	(Appendix I & J)
Parent review	Annually - Spring	(Appendix F, G &H)
Staff review	Annually - Spring	(Appendix K)
Comparative Data for Participation	Data pulled in 5 year increments to look at trends over time	Project Easier Data Teacher records of student program enrollment
Formative Data Report	Annually - Spring	Complied data from stakeholder program reviews
Summative Data Report	Every 5 years	Karen Garvin/AEA 11 Rubric (Appendix M)
Student Achievement	Annually	Comparison of Fall to Spring MAP testing data regarding student academic growth in the areas of Reading and Mathematics

Appendix Table of Contents

Revised 4/25/2017

MONTICELLO COMMUNITY SCHOOLS
EXTENDED LEARNING PROGRAM

Dear Parents,
Please read the following information about the Monticello Middle School Extended Learning Program. If you would like to nominate your child for the program, please complete the Initial Nomination Form on the back and return it to the middle school office.
Your completed form needs to be returned by:_____

What is the Extended Learning Program?

ELP stands for the Extended Learning Program. This program is designed to deliver challenging educational opportunities to students identified as possessing outstanding abilities and capable of high performance, so they may become significant contributors in a global society.

What are the indicators that my child might need this program?

Your child may exhibit any of the following characteristics:
  * extraordinary quantity of information
  * unusually varied interests and curiosity
  * a high level of language development
  * generates original ideas and solutions
  * persistent, goal-directed behavior
  * accelerated pace of thought processes
  * keen sense of humor
  * a heightened sense of justice
  * advanced comprehension
  * ability to think logically about mathematical
         relationships
  * has a mathematical perception of the world
  * the ability to transfer learning to new situations

These are only examples of possible traits that able learners may have. Few children will exhibit all of the characteristics listed.

What is the objective testing criteria used for screening candidates for possible placement in ELP?

The objective testing criteria that is used for screening candidates is: *National Standard Score in the gifted range on the reading and/or math subtests of the Iowa Assessments, a score of 126 or higher on the Cognitive Abilities Test, and a RIT Score in reading and/or Math that falls in the gifted range for the Measures of Academic Progress (MAP).*

If my child does meet the objective testing criteria, how do I nominate my child for the ELP program?

Please complete the Initial Nomination Form on the back and return it to the middle school office. Additional forms will be sent home with your child at a later date. Please complete the form on the back and return it to the school office by _____

If I have questions who should I contact?

You should call Ms. Janice Wallerich, at 465-3575 ext. 240; or email at jwalle

Do classroom teachers nominate children for the program? How do I know if a teacher has nominated my child?

All teachers and parents are invited to nominate students at this time. If a <u>teacher</u> nominates your child, <u>you</u> will be contacted to fill out the forms. If a <u>parent</u> nominates their child, the <u>teacher</u> will also be asked to complete the forms. It is important to obtain as much information as possible about any candidates.

Who determines if my child will be placed in ELP?

A large committee of teachers from all grade levels, administrators, and counselors evaluate all nominated student packets. (Each student packet contains the student's standardized test scores, teacher evaluations and parent evaluations. All proper names and gender identifying words are removed from the student packets to insure anonymity.) A notification of the committee's recommendation is mailed to parents at the end of the school year.

Is this the only time my child can be nominated for the ELP program?

Parents and teachers are invited each year to nominate students who may be demonstrating a need for the program

Revised 4/25/2017

Your Name Here
Monticello Community School District
Your Address Here
Monticello, IA 52310
(319)-465-3575 ext XXXX
XXXXX@monticello.k12.ia.us

I would like the following student to be given consideration as a participant in the

_____ Mathematics Extended Learning Program.

_____Reading / Language Arts Extended Learning Program.

Student Name	
Grade Level	
Classroom Teacher	
Student Birth date	
Parent's or Guardian's Name	
Address	
Home Phone Number	
Cell Phone Number	
Email Address	

Person referring student: _____

I am a (√) _____ **Parent/Guardian**
_____ **Teacher**
_____ **Student**

_____
signature

Note: If the student is currently enrolled in ELP, you do not need to complete this form unless the student is applying for additional area of entitlement

Revised on 4/2012

May 4, 2012

Dear Parents/Guardians of _____,

It is that time of year again, when we begin the ELP nomination process for those students eligible for the program. Recommended objective criteria for the program would include National Standard Score in the gifted range on the reading and/or math subtests of the Iowa Assessments (group administered standardized test given in October), a RIT Score in reading and/or math that falls in the gifted range for the Measures of Academic Progress (MAP) tests given in the spring and fall, or a score of 130 or higher on the Cognitive Abilities (CogAt) test (group administered IQ test given to 3rd and 6th graders in spring).

Your child's scores for these assessments are on the table below. The highlighted scores have qualified your child for the Extended Learning Program (ELP) Identification Committee review.

We also look at subjective data when recommending students for ELP services. Classroom teachers and parents provide information regarding the student's organization, motivation and other specific and unique abilities. If you are interested in having your child's packet come before the ELP identification committee for consideration for placement, please fill out the necessary information and return it by **Friday May 11, 2012** in the self-addressed envelope. This is a short time for consideration, so please let your wishes be known. If you are not interested in pursing this opportunity for your child at this time please indicate that as well.

Iowa Assessments Subtest Area	Test Results	CogAt Subtest Area	Test Results	Fall MAP Strand Area	RIT Score	Spring MAP Strand Area	RIT Score
Mathematics		Verbal (Reading)		Math Total		Math Total	
Reading		Quantitative (Math Concepts)		Reading Total		Reading Total	
Vocabulary		Non-Verbal (Visual-Spatial)		Language Usage Total		Language Usage Total	

Iowa Algebra Aptitude Test	(given in 6th grade)	

Revised on 4/2012

Achieving the objective criteria does not guarantee entitlement to ELP services. The test scores are only one indicator the identification committee uses when determining placement. Again, recommendations from the classroom teachers and parents are also important to consider.

If you want your child considered for ELP services, please have the following items completed and returned in the addressed envelope:

1) Renzulli scale of behavioral characteristics for superior students (<u>do not fill in the child's name</u> as they are identified by a number that is assigned to them to maintain anonymity.

2) Demographic information for later communications

3) Only if you are NOT interested – sign the bottom half of this parent letter and return it.

<u>Parents and teachers nominating students for ELP services</u>

It is the responsibility of the building level ELP coordinator to compile all student information for the members of the ELP identification committee. All nominations forms must be free of student names and gender specific vocabulary. When completing the comment section of the nomination form, please refrain from using the child's proper name or gender specific pronouns (he, she, him, her).

Using an 'X' when describing the child would also be another option:

xxxxxxx would benefit form ELP services because they…..

xxxxxxx would not benefit from ELP services because they……..

Before copies are made of nomination forms for the members of the committee, they will be proof read and any identifiable vocabulary will be removed.

Sincerely,

Ms. Janice Wallerich
5/6 ELP Reading and Math Teacher
Middle School ELP Coordinator

We are **not** interested in ELP services at this time.

Student's Name   Grade

_____
Parent/Guardian Signature   Date

Renzulli Scale for Rating Behavioral Characteristics of Superior Students

Date:_____   **Student #** ____   **Name**_____

Completed By: Parent   Teacher

Nomination for: ELP Reading   ELP Math

Please use the following number indicators:
1 Seldom or Never   2 Occasionally   3 Considerably   4 Almost Always

Learning Characteristics

Articulate:	Has unusually <u>advanced vocabulary</u> for age or grade level. Uses terms in a meaningful way	1 2 3 4
Knowledgeable	Possesses a large storehouse of information about A <u>variety of topics</u> beyond the usually interested of age Level.	1 2 3 4
Memory	Has a quick mastery and <u>recall</u> of factual information	1 2 3 4
Inquisitive	Tries to discover the how and why of things; asks many <u>provocative questions</u>	1 2 3 4
Conceptual Understanding	<u>Sees underlying principles</u> and makes valid generalizations; looks for similarities and differences In events people and things	1 2 3 4
Perceptive	Is a <u>keen and observant observer</u>, usually "sees more" or "gets more" out of a story, film, etc than others.	1 2 3 4
Reading Maturity	Reads a great deal on own; <u>does not avoid difficult reading material</u>	1 2 3 4
Analytical Reasoning	<u>Reasons things out independently</u>; separates complicated materials into logical parts	1 2 3 4
Challenge	<u>Enjoys the challenge</u> of difficult problems and assignments	1 2 3 4

(over)

Revised on 4/2012

Please use the following number indicators:

1 Seldom or Never   2 Occasionally   3 Considerably   4 Almost Always

Motivational Characteristics

Persistence:	Has ability and desire to follow through on work; concerned with completion; able to see a problem through	
	Own interests: 1 2 3 4 Assigned tasks: 1 2 3 4	
Self Critical	Is not easily satisfied with own speed or products	1 2 3 4
Self Direction	Prefers to work independently; requires little direction from teachers	1 2 3 4
Maturity of Interests	Is interested in many "adult" problems such as religion politics, race. More than usual for age	1 2 3 4
Opinionated	Often self-assertive in beliefs	1 2 3 4
Methodical	Likes to organize and bring structure to things, people, and situations.	1 2 3 4
Evaluate	Has sense of fairness; often passes judgment on events, people and things	1 2 3 4
Independent	Requires a minimum of adult direction and attention, likes to do things in his/her own way	1 2 3 4
Challenge	Enjoys the challenge of difficult problems and assignments	1 2 3 4

Do you feel that this child shows a need for ELP services?

Definitely Yes   Maybe   Definitely No

Please Explain your choice: _____

_____

_____

Is there anything specific that you would like to see ELP services do for this child?

_____

_____

What other strengths do you see that the school might be able to support or nurture?

_____

_____

If there is more information you would like to add that would foster a better understanding of this child, feel free to attach a separate piece of paper. Thank you for taking the time to complete this rubric.   **Appendix C**

Revised on 4/2012

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Monticello Community School District
Extended Learning Program
Request to Discontinue Services
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_____are requesting a conference to discuss

_____ discontinuing participation in the Monticello

Community School District Extended Learning Program.

Our child wishes to drop for the following reasons:

I understand I will be contacted to set up an appointment to discuss our concerns.

_____
Signature

_____
Date

Revised on 4/2012

Appendix D

Monticello Community School District
Extended Learning Program
Request to Decline Services

Revised on 4/2012

Please check the option below you are requesting

☐ **Option 1:**

My child has been identified as needing the services of the Extended Learning Program. I have been notified of this recommendation and have been offered programming, which we are declining at this time:

Our reasons for declining are as follows:

_____   _____
Signature   Date

☐ **Option 2:**
I am aware that other options are available and I would like the opportunity to discuss those options. I am not declining the services of ELP, I only wish for my child to take part in the differentiated and enrichment opportunities listed below.

Appendix E

_____   _____
Signature   Date

Monticello Community School District
Extended Learning Program
Parent Evaluation Form
Grade 4

Revised on 4/2012

Your child is entitled for ELP services for Reading ____ Math ____ Both ____

You can help to make the Extended Learning Program better by giving careful thought to each of the following questions. Please do not write your name on this questionnaire.   The back of this form may be used as needed. Your cooperation and assistance in completing this evaluation is appreciated. Please return the questionnaire by using the enclosed self-addressed, stamped envelope.

Were you provided with enough information about why and how your child was selected for ELP? If not, please explain.

_____
_____
_____

Circle the word that best expresses your child's general attitude about being in ELP this year.

                Enthusiastic   Neutral   Negative

What has your child said which caused you to answer as you did?

_____
_____
_____
_____

Have you been offered sufficient opportunity to discuss your child's progress in ELP with the ELP teacher?

_____

Can you describe any changes in your child's behavior or attitude toward school, which seem to result from their participation in ELP?

_____
_____

Please write any suggestions you have for improving programming and make any comments that you feel may be helpful.

_____
_____
_____
_____

Thank you for your help in evaluating the Extended Learning Program by taking the time to complete this form.

Monticello Community School District
Extended Learning Program
Parent Evaluation Form
Grades 5-6

Revised on 4/2012

Your child is entitled for ELP services for Reading ____ Math ____ Both ____

You can help to make the Extended Learning Program better by giving careful thought to each of the following questions. Please do not write your name on this questionnaire. The back of this form may be used as needed. Your cooperation and assistance in completing this evaluation is appreciated. Please return the questionnaire by using the enclosed self-addressed, stamped envelope.

Were you provided with enough information about why and how your child was selected for ELP? If not, please explain.

_____
_____
_____

Circle the word that best expresses your child's general attitude about being in ELP this year.

Enthusiastic   Neutral   Negative

What has your child said which caused you to answer as you did?

_____
_____
_____
_____

Have you been offered sufficient opportunity to discuss your child's progress in ELP with the ELP teacher?

_____

Can you describe any changes in your child's behavior or attitude toward school, which seem to result from their participation in ELP?

_____
_____

Please write any suggestions you have for improving programming and make any comments that you feel may be helpful.

Appendix F

_____
_____
_____
_____

Thank you for your help in evaluating the Extended Learning Program by taking the time to complete this form.

Monticello Community School District
Extended Learning Program
Parent Evaluation Form
Grades 7-8

Revised on 4/2012

Your child is entitled for ELP services for Reading _____ Math _____ Both _____

You can help to make the Extended Learning Program better by giving careful thought to each of the following questions. Please do not write your name on this questionnaire.   The back of this form may be used as needed. Your cooperation and assistance in completing this evaluation is appreciated. Please return the questionnaire in the self-addressed, stamped envelope included.

Were you provided with enough information about the type of programming your child would receive this school year? If not, please explain.
_____
_____
_____

Circle the word that best expresses your child's general attitude about being in advanced math and/or language arts classes with other ELP students this year?

                    Enthusiastic   Neutral   Negative

What has your child said which caused you to answer as you did?

_____
_____
_____
_____

Have you been offered sufficient opportunity to discuss your child's progress in their advanced math and/or language arts course work with their teachers?

_____

Can you describe any changes in your child's behavior or attitude toward school, which seem to result from their participation in these courses or enrichment activities?

_____
_____
_____

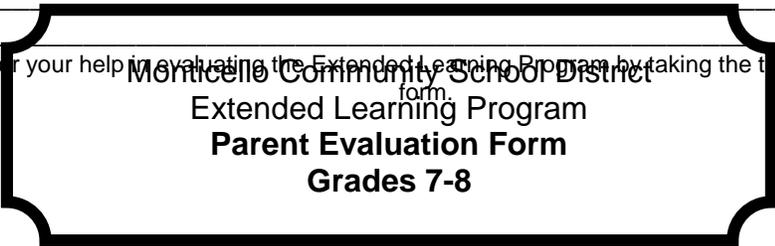Please write any suggestions you have for improving academic programming and make any comments that you feel may be helpful.

Appendix G

_____
_____
_____

Thank you for your help in evaluating the Extended Learning Program by taking the time to complete this

Monticello Community School District
Extended Learning Program
Parent Evaluation Form
Grades 9-12

Revised on 4/2012

Your child is entitled for ELP services for Reading _____ Math _____ Both _____

You can help to make the Extended Learning Program better by giving careful thought to each of the following questions. Please do not write your name on this questionnaire.   The back of this form may be used as needed. Your cooperation and assistance in completing this evaluation is appreciated. Please return the questionnaire in the self-addressed, stamped envelope included.

Were you provided with enough information about the type of programming your child would receive this school year? If not, please explain.

_____
_____
_____

Circle the word that best expresses your child's general attitude about Academix (ELP meeting 1x per month), advanced placement courses, post secondary education option courses (PESO), or other course offerings at the high school level.

                Enthusiastic   Neutral   Negative

What has your child said which caused you to answer as you did?

_____
_____
_____
_____

Have you been offered sufficient opportunity to discuss your child's progress in their course work with their teachers?

_____

Can you describe any changes in your child's behavior or attitude toward school, which seem to result from their participation in these courses or enrichment activities?

_____
_____

Please write any suggestions you have for improving academic programming and make any comments that you feel may be helpful.

_____
_____
_____
_____
Thank you for your help in evaluating the Extended Learning Program by taking the time to complete this form.

Monticello Community School District
Extended Learning Program
Student Evaluation Form
Grades K-8

Please give consideration careful to the following statements. Write the number on the blank that best matches your thoughts about the statement.

1= Strongly Agree   2 = Agree   3 = Undecided   4 = Somewhat Disagree   5 = Strongly Disagree

_____ I have been challenged by the ELP Program

_____ I am better at evaluating the quality of my own work

_____ I have developed better study habits as a result of being in ELP

_____ ELP provides opportunities for me to develop some of my ideas and interests

_____ ELP has helped me become a more critical thinker

_____ I feel free to talk with the ELP teacher about my ideas or my questions

_____ I believe that ELP has helped me become more self-confident

_____ My knowledge in reading and/or math has increased since being in ELP

Circle the word that best describes your feelings about ELP

Enthusiastic   Good   Okay   Indifferent   Dislike   Waste of my time

Please comment on your favorite or best parts of ELP

_____

_____

_____

_____

_____

_____

_____

Please give us at lease one idea that could make ELP better

_____
_____
_____
_____
_____
_____
_____

What ELP activities did you participate in this year?

_____
_____
_____
_____
_____
_____
_____

Appendix I

Monticello Community School District
Extended Learning Program
Student Evaluation Form
Grades 9-12
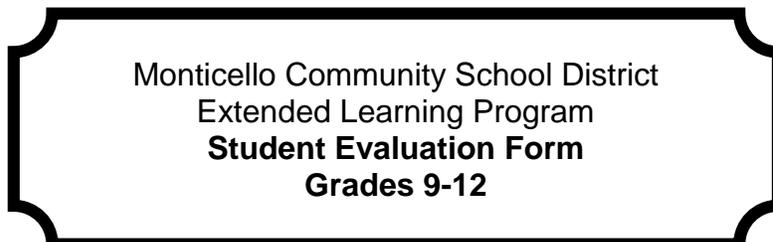
Please give careful consideration to the following statements. Write the number on the blank that best matches your thoughts about the statement.

1= Strongly Agree   2 = Agree   3 = Undecided   4 = Somewhat Disagree   5 = Strongly Disagree

_____ I have been challenged by the classes I have taken this year

_____ I am better at evaluating the quality of my own work

_____ I have developed better study habits as a result of attending Academix meetings

_____ The courses I take provide me opportunities to develop some of my ideas and interests

_____ Academix has helped me set goals for the future

_____ I feel free to talk with my teachers about my ideas or my questions

_____ I enjoy attending Academix meetings and I like the topics we discuss

_____ My knowledge of life beyond high school has increased since attending Academix meetings

_____ Academix and the courses I have chosen to take are meeting my needs as a gifted learner

Please comment on ways you needs could be better met.

_____

_____

_____

_____

_____

_____

_____

_____

What courses did you take this year that you felt were particularly challenging?

Revised on 4/2012

_____

What activities outside of school are you involved in?

_____

What are your plans for the future?

_____

What type of help will you need to reach your future goals?

_____

Monticello Community School District
Extended Learning Program
**Teacher Evaluation Form
Grades K-6**

Revised on 4/2012
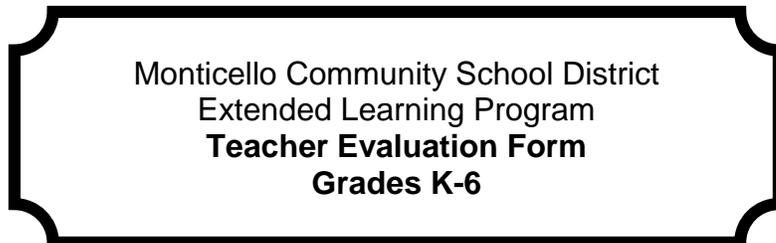
Your assistance is being requested in order to determine the effectiveness of the Extended Learning Program. Please complete this evaluation and return in the accompanying envelope.

Please use the following rating scale for your responses:

1 = Extensively   2 = Moderately   3 = Seldom   4 = Never

_____To what degree have you been informed of the criteria used for enrichment identification and ELP identification?

_____To what degree do you feel there is a need for a qualitatively differentiated program for ELP students?

_____To what extent to you feel comfortable discussing student needs with the ELP teacher?

_____To what extent is the ELP teacher accessible to assist you in providing resources for gifted students?

_____To what extent do you feel further in-service is needed to provide a higher level of communication and/or understanding between faculty, counselors, administrator and the ELP teacher?

_____ Has the ELP program broadened your understanding of individual student needs?

Please make suggestions for improvements in the Extended Learning Program.

_____
_____
_____
_____
_____

Thank you for your help in evaluating the Extended Learning Program by taking the time to complete this form.

Iowa Assessment National Standard Scores used for ELP placement

Grade Level	NSS Reading	NSS Vocabulary	NSS Mathematics
3	≥ 217	≥208	≥206
4	≥240	≥227	≥230
5	≥259	≥243	≥252
6	≥277	≥259	≥270
7	≥291	≥275	≥286
8	≥307	≥289	≥300
9	≥322	≥300	≥314
10	≥334	≥312	≥325
11	≥343	≥321	≥333

NWEA Gifted Range Scores ≥ 95th percentile

Fall Reading									
Grade Level	**90th**	**91st**	**92nd**	**93rd**	**94th**	**95th**	**96th**	**97th**	**98th**	**99th**
Grade 2	196	197	198	199	200	202	203	206	209	215
Grade 3	209	210	211	212	213	215	217	219	222	228
Grade 4	218	219	220	221	222	224	225	227	230	236
Grade 5	225	226	227	228	229	231	232	234	237	243
Grade 6	231	232	233	234	235	236	238	240	243	249
Grade 7	234	235	236	237	239	240	242	244	247	252
Grade 8	238	239	240	241	243	244	246	248	251	257
Grade 9	241	242	243	244	245	247	248	251	254	260
Grade 10	243	244	245	246	247	249	250	253	256	262

Spring Reading									
Grade Level	**90th**	**91st**	**92nd**	**93rd**	**94th**	**95th**	**96th**	**97th**	**98th**	**99th**
Grade 2	209	210	211	212	213	214	216	218	221	227

Revised on 4/2012

	90th	91st	92nd	93rd	94th	95th	96th	97th	98th	99th
Grade 3	218	218	219	221	222	223	225	227	230	236
Grade 4	225	226	226	228	229	230	232	234	237	242
Grade 5	230	231	232	233	235	236	238	240	243	249
Grade 6	235	236	237	238	239	241	242	245	248	253
Grade 7	238	239	240	241	242	244	245	247	250	256
Grade 8	241	242	243	244	246	247	249	251	254	260
Grade 9	243	244	245	247	248	249	251	254	257	264
Grade 10	245	246	247	29	250	252	254	256	260	266

Fall Language Usage										
Grade Level	**90th**	**91st**	**92nd**	**93rd**	**94th**	**95th**	**96th**	**97th**	**98th**	**99th**
Grade 2	195	196	197	198	199	201	203	205	208	214
Grade 3	210	211	212	213	214	215	217	219	222	228
Grade 4	219	220	221	222	223	224	226	228	231	237
Grade 5	225	226	227	228	229	230	232	234	237	242
Grade 6	229	230	231	232	233	234	236	238	240	246
Grade 7	233	233	234	235	236	238	239	241	244	249
Grade 8	235	236	237	238	239	240	242	244	247	252
Grade 9	237	238	239	240	241	243	244	246	249	254
Grade 10	239	240	241	242	243	245	246	248	251	257

Spring Language Usage										
Grade Level	**90th**	**91st**	**92nd**	**93rd**	**94th**	**95th**	**96th**	**97th**	**98th**	**99th**
Grade 2	208	209	210	211	212	214	215	217	220	226
Grade 3	218	219	220	221	222	223	225	227	230	235
Grade 4	224	225	226	227	228	229	231	233	236	241
Grade 5	230	230	231	232	233	235	236	238	241	244
Grade 6	233	234	235	236	237	238	239	241	244	250
Grade 7	236	236	237	238	239	241	242	244	247	252
Grade 8	238	239	240	241	242	243	245	247	249	255
Grade 9	239	240	241	242	243	245	246	248	251	257
Grade 10	242	243	244	245	246	248	250	252	255	261

Revised on 4/2012

Fall Mathematics

Grade Level	90th	91st	92nd	93rd	94th	95th	96th	97th	98th	99th
Grade 2	195	195	596	197	198	200	201	203	206	211
Grade 3	208	209	210	211	212	213	214	216	219	224
Grade 4	220	221	222	223	224	226	227	229	232	237
Grade 5	231	232	233	234	235	236	238	240	243	429
Grade 6	239	240	241	242	244	245	247	249	252	259
Grade 7	247	248	249	251	252	254	256	258	262	268
Grade 8	252	253	254	255	257	259	261	263	267	274
Grade 9	256	258	259	260	262	263	265	268	272	279
Grade 10	258	259	261	262	263	265	267	270	274	282

Spring Mathematics

Grade Level	90th	91st	92nd	93rd	94th	95th	96th	97th	98th	99th
Grade 2	207	208	209	210	211	212	214	215	218	223
Grade 3	220	220	221	222	223	225	226	228	231	236
Grade 4	230	231	232	233	234	236	237	240	243	248
Grade 5	240	241	242	243	244	246	247	250	253	259
Grade 6	246	247	248	249	251	252	254	257	260	266
Grade 7	253	254	255	257	258	260	262	264	268	275
Grade 8	257	258	259	261	262	264	266	269	272	279
Grade 9	260	261	263	264	265	267	269	272	276	284
Grade 10	261	263	264	265	267	269	271	274	278	286

Revised on 4/2012

The Karen Garvin Self-Audit & Reflection can be found at

http://www.aea11.k12.ia.us/gifted/SART.html

Revised on 4/2012

(Teacher Name Here)
Monticello Community School District
(Contact Information Here)

(Date Here)

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement at our (Date Here) meeting. The seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets received. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child is currently showing a need for programming in the area of reading / math. Your child's ELP programming will begin with (teacher name here) in the fall.

If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by, (Date Here).

Sincerely,

(Teacher Name Here)

Revised on 4/2012

_____
_

My child,_____, has permission to enroll in the (ELP programming information here).   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the (ELP programming information here)

Parent Signature_____

(Teacher Name Here)
Monticello Community School District
(Teacher Contact Information Here)

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement at our (Date Here) meeting. The seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets received. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments   and 2) Cognitive Ability Test.

After a review of the subjective/objective data, it was determined that your child is currently experiencing success in the general classroom.   He/She does not show a need for ELP programming at this time:

We will continue to monitor your child's classroom performance in the future. We encourage parents and teachers to nominate another year.   Parents and teachers have the opportunity to nominate students for the Extended Learning Program at the end of fourth, fifth, sixth, and seventh grade.

If you would like to schedule a conference to discuss the decision, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest.

Revised on 4/2012

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement at our (Date Here) meeting. The seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets received. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child seems to be showing a need for programming in the area of reading / math. However, we would like your child to enter the program on a trial basis. As with the other identified students, your child's ELP programming will begin with (Teacher name Here) in the fall. At the end of a 10-12 week trial period (first parent/teacher conferences), a recommendation will be made as to whether the placement is a "good fit" for the student's educational need and progress.

If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (Date Here)

Contact Information Here

_____
_

My child,_____, has permission to enroll in the (grade level here) reading / math class on a trial basis (10-12 week period).   A conference will be scheduled if there are any questions regarding placement.

Revised on 4/2012

My child,_____, does not wish to enroll in the (grade level here)   reading / math class.

Parent Signature_____ Date _____

Student Signature_____ Date _____

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.5

As you know, your child was nominated for such placement at our (date here) identification meeting. The seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets received. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child seems to be showing a need for programming in the area of _____. However, we would like your child to enter the program on a trial basis in the area of _____. As with the other identified students, your child's ELP programming will begin with (teacher name here) in the fall. At the end of a 10-12 week trial period (first parent/teacher conferences), a recommendation will be made as to whether the placements were a "good fit" for the student's educational need and progress.

If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by Friday, (date here)

Teacher Contact Information
_____
_

My child,_____, has permission to enroll in the (programming information) Grade reading/math class and be on a trial basis (10-12 week period) for the _____.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the ELP program.

Parent Signature_____ Date _____

Revised on 4/2012

Student Signature_____ Date _____

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child is currently showing a need for continued programming in the area of reading / math. Your child's ELP programming will continue with 5th grade teachers name here in the fall. If you would like to schedule a conference to discuss your child's continued placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by date here

Teacher contact information here
_____

My child,_____, has permission to continue enrollment in the ELP 5th grade reading / math class.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to continue enrollment in the ELP 5th grade reading / math class.

Parent Signature_____ Date _____

Student Signature_____ Date _____

Revised on 4/2012

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child seems to be showing a need for continued programming in the area of reading / math. However, we would like your child to enter the program on a trial basis. As with the other ELP students, your child's ELP programming will continue (5th grade teacher's name here) in the fall. If you would like to schedule a conference to discuss your child's continued placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (Date Here)

(Teacher Contact Info Here)

_____

My child,_____, has permission to continue enrollment in the ELP 5th grade reading / math class on a trial basis.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to continue enrollment in the ELP 5th grade reading / math class.

Parent Signature_____ Date _____

Student Signature_____ Date _____

Revised on 4/2012

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child is currently showing a need for programming in the area of reading / math. Your child's ELP programming will begin (5th grade teacher's name here) in the fall.

If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (Date Here).

(Teacher Contact Info Here)
_____

My child,_____, has permission to enroll in the ELP 5th grade reading / math class.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the ELP 5th grade reading / math class.

Parent Signature_____ Date_____
Student Signature_____ Date_____

Revised on 4/2012

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test.

At this time, the committee has determined that your child seems to be showing a need for programming in the area of ( ) However, we would like your child to enter the program on a trial basis in the area of ( ). As with the other identified students, your child's ELP programming will begin (5th Grade Teacher's name here) in the fall. At the end of a 10-12 week trial period (first parent/teacher conferences), a recommendation will be made as to whether the placements were a "good fit" for the student's educational need and progress.

If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.

Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (date here).

(Teacher Contact Information Here)
_____

My child,_____, has permission to enroll in the ELP 5th grade class and be on a trial basis (10-12 week period) for _____.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the ELP program.

Revised on 4/2012

Parent Signature_____ Date _____

Student Signature_____ Date _____

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test

At this time, the committee has determined that your child seems to be showing a need for continued programming in the area of _____

Also, we feel your child is in need of placement in _____.

As with the other identified students, your child's ELP programming will begin with a yet-to-be-named employee in the fall. If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment.   Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (date here).

(Contact Information Here)

_____
My child,_____, has permission to enroll in the ELP 5th grade reading / math class.   A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the ELP 5th grade reading / math class.

Parent Signature_____   Date_____

Student Signature_____   Date_____

Revised on 4/2012

Dear Parents and Students:

The Monticello Community Schools has an Extended Learning Program (ELP) to meet the needs of students who show abilities well above the regular curriculum. The K-8 ELP program identifies students who need additional curricular challenges in the area of mathematics and reading/language arts.

As you know, your child was nominated for such placement a year ago as he/she completed his/her third grade year. At our (date here) identification meeting, the seven-member identification committee (teachers from all grade levels, an administrator, and guidance counselor) anonymously reviewed all of the packets of information on students that are currently enrolled in the ELP program to evaluate whether placement should continue for these students as they enter middle school. Student names and gender identifying words are removed from all student packets. Students are evaluated using teacher/parent recommendations (subjective criteria), and two different assessment tools (objective criteria): 1). The Iowa Assessments and 2) Cognitive Ability Test

At this time, the committee has determined that your child seems to be showing a need for programming in the area of _____.

However, we feel your child is not in need of placement of _____

As with the other identified students, your child's ELP programming will begin with (teacher name here) in the fall. If you would like to schedule a conference to discuss your child's placement in the program, please feel free to contact one of us to set up an appointment. Again, we thank you for your interest in the ELP program. Please return the attached permission slip by (date here)

(contact information here)
_____

My child,_____, has permission to enroll in the ELP 5th grade reading / math class. A conference will be scheduled if there are any questions regarding placement.

My child,_____, does not wish to enroll in the ELP 5th grade   reading / math class.

Parent Signature _____   Date_____

Revised on 4/2012

Student Signature_____   Date_____

Staffing Provisions for Gifted and Talented

Position	Teacher	FTE
Grades K-3 Enrichment	Mrs. Stacy Campbell	.75
4th Grade ELP Reading and Math	Mrs. Stacy Campbell	
Grades K-4 Teacher/Coordinator	Mrs. Stacy Campbell	
5th and 6th grade ELP Reading and Math	Ms. Janice Wallerich	.50
5 through 8th grade Teacher/Coordinator	Ms. Janice Wallerich	
7th grade Advanced Math	Mr. Curt Tauke	
7th grade Advanced Reading	Mrs. Karin Bloomquist	
8th grade Advanced Math	Mr. David Page	
8th grade Advanced Reading & Language Arts	Mrs. Karin Bloomquist	

** All 7th and 8th grade advanced subject area teachers that are highly qualified in the content area they teach.

9-12 Academix Seminar	Mrs. Jane Woodhouse	.30
AP Advisor	Mrs. Jane Woodhouse	
9-12 Teacher/Coordinator	Mrs. Jane Woodhouse	

Revised on 4/2012