

Carlisle Community School District

K-12

Extended Learning Program



Mission Statement

Character, Service, and Excellence in everything we do.

Vision Statement

The Carlisle Community School District, in partnership with students, families, and our community are dedicated to:

- Meeting the needs of all students
- Recognizing the uniqueness of all students
- Preparing students to lead productive, moral, responsible lives

Destination 2016 Goals

- Create a college-attending, career ready culture
- Pledge to support literacy
- Engage parents and community
- Recruit and retain the best and brightest teachers and leaders

Carlisle Extended Learning Program

Mission

The mission of the Carlisle Extended Learning Program is to extend and enrich the learning of high level learners in a challenging and rigorous learning environment.

Belief Statements

- Extended Learning Programming is most effective when it's integrated within the Carlisle educational system.
- It is the responsibility of ELP teachers, classroom teachers, support staff, parents, students and administration to work collaboratively to ensure the needs of gifted learners are met.
- Gifted learners need opportunities to explore their passions and interests in order to develop their talents, promote self-direction and encourage life-long learning.
- Extended Learning Programming is best provided through a flexible framework in order to meet the unique cognitive and affective needs of gifted learners.
- Gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor, appropriate pacing and/or acceleration.
- A comprehensive identification system is integral to determining a gifted learner's programming.

Chapter 12 General Accreditation Standards

Gifted and Talented Education in Iowa

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Iowa Code 257.44 Gifted and talented children defined.

“Gifted and talented children” are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual ability.
2. Creative thinking.
3. Leadership ability.
4. Visual and performing arts ability.
5. Specific ability aptitude.

89 Acts, ch 135, § 44

Iowa Code 257.46 Funding.

1. The budget of an approved gifted and talented children program for a school district, after subtracting funds received from other sources for the purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district.

2. The remaining portion of the budget shall be funded by the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, multiplied by a district’s budget enrollment. The thirty-eight dollar increase for the school budget year beginning July 1, 1999, shall increase in subsequent years by each year’s state percent growth. School districts shall annually report the amount expended for a gifted and talented program to the department of education. The portion of a school district’s budget which corresponds to the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, added to the amount in subsection 1, shall be utilized exclusively for a school district’s gifted and talented program.

3. If any portion of the gifted and talented program budget remains unexpended at the end of the budget year, the remainder shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.

Funding formula for the FY 15-16 is \$60.00 per certified student enrollment (previous September).

FY15-16 required local match is \$20.00

FY15-16 Total is \$80.00

12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257. 43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students’ cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

Identification

“There are valid and systematic procedures including multiple selection criteria for identifying gifted and talented students from the total student population.”

The Carlisle Community School District Extended Learning Program is designed to provide effective programming options to meet the unique cognitive and affective needs of gifted learners in a challenging and rigorous environment.

Students are both whole-grade and individually screened K-12. Classroom teachers, resource teachers, parents and/or guardians may recommend students for program support or ELP services. Students themselves may request consideration for ELP services.

New students entering the district must meet the same criteria as students served in the district. Records will be looked at from the previous school and assessments will be administered as needed.

ELP Screening/Identification Process

In developing a program of support, collaborative teams and ELP staff work together to ensure the curriculum is being properly differentiated within the classroom. Classroom teachers utilize differentiation (i.e. cluster/flexible grouping of like-ability peers) and best practices in instruction to meet the needs of all learners, including high-ability. To start the identification process, evidence is gathered (e.g., daily tasks, school-related projects, assessments and student interest projects) to determine student learning needs.

Step 1: Observation of Need

- Teacher , parent/guardian, and/or student initiate the conversation about possible ELP needs
- Test scores also may be used to initiate a conversation about a student’s possible ELP needs
- Testing Criteria Guide:
 - a. Iowa Assessments – 99%ile NPR
 - b. CogAT – 97%ile APR (3rd grade , 5th grade and as needed)
 - c. Other assessments as appropriate [e.g., MAP (K-3), KBIT, EXPLORE, PLAN, ACT, Alg. Apt. Test]

Step 2: Data Collection

Student Needs Evaluation Data/Evidence Organizer is completed to provide objective and subjective data supporting need (*e.g., daily tasks, school-related projects, assessments and student interest projects*)

- Teacher Inventory is completed by current teacher, or team of teachers as needed
- Parent Inventory is completed by parents to gain further insight
- Permission to Test form is completed by parents if determined necessary
- Student Inventory is completed by student (*if student nominates self*)
- Additional assessments are administered if needed (*Example: CogAT, KBIT, benchmark or above-level assessments*)
- Body of evidence

Continued on page 5

Step 3: Evaluation

- The data and evidence is evaluated and the ELP committee makes a recommendation for service
- A Continuum of Services may be recommended under the following categories:
 - General Intellectual – student exhibits outstanding ability in all academic areas, extremely discrepant from peers, may exhibit social/emotional needs as well.
 - Specific Ability Aptitude – student exhibits strength in one or more academic areas, may need acceleration or enrichment.

Step 3: Evaluation Continued:

- Talent Pool – student exhibits potential ability in a specific academic area and will benefit from enrichment opportunities with the ELP teacher to see how his/her talents develop. Talent Pools are fluid and flexible groups.
- Observation – students exhibit some abilities and need to be watched for potential needs, benefit from classroom differentiation.
- Once identified, a Personal Education Plan (PEP) is written including goal(s), persons responsible, and how progress is monitored.

Step 4: Progress Monitoring/Re-evaluation

- PEP is updated as necessary (*but at least reviewed yearly*)
- Grade level screening:
 - Whole grade screening will occur during 3rd and 5th grade (*and may include other grades*)
 - Includes: Screening of Iowa Assessments, Cognitive Abilities Test, etc.
 - Individual screening will occur in 8th grade for students who score at the 99th Percentile (NPR) on any of the Iowa Assessment subtests (Reading, Math or Science)

Goals and Performance Measures

“There are goals and performance measures.”

Program Goal: *The Carlisle Community School District Extended Learning Program will provide effective programming options to meet students’ unique cognitive and affective needs in a challenging and rigorous learning environment.*

Goal Indicators:

- Student achievement (e.g. grades, Advanced Placement, Iowa Assessments, ACT scores)
- Number of students in advanced courses
- Student feedback
- Parent feedback
- Teacher feedback

Goal Measurement Plan:

- Course enrollment
- ACT data
- AP Exams
- Other district or grade level assessments
- Student survey
- Parent survey
- Teacher survey
- Personalized Education Plan records

Student Goals/Outcomes

Goal 1: Develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world (ex: the big picture)

Outcomes:

- Apply the tools, skills, techniques and perspectives of practicing professionals in the major knowledge domains (ex: thinking like a scientist, using tools, habits of mind-questioning, skepticism, scientific method, creative and critical thinking)
- Analyze various themes that frame the disciplines as they relate to a given area of learning (ex: change: main generalizations about change are that it is pervasive, there are various types of change, and change occurs in different ways)
- Identify and evaluate current issues, consider varying perspectives (ex: current events, politics, state, local, and national issues, historical issues, pollution, environmental issues)
- Engage in problem-finding and problem-solving experiences that revolve around a real-world problems

Goal 2: Provide for the mastery and enrichment of the core standards of learning in all curriculum areas, using appropriate resources, including technology, at a pace, depth, and intensity appropriate to the capacity of able learners

Outcomes:

- Apply and transfer new learning in a variety of contexts across disciplines within and outside the classroom setting
- Analyze and evaluate key concepts in each discipline
- Select and implement effective strategies for problem solving and continuous learning in and across all areas
- Initiate new learning and acquire new skills collaboratively and independently by activating prior knowledge
- Communicate learning effectively in oral, written, and interactive contexts
- Access advanced learning opportunities within core areas as needed

Goal 3: Develop cognitive and metacognitive skills that foster independent self-directed learning

Outcomes:

- Apply the cognitive processes of application, synthesis, analysis, and evaluation
- Reason logically using critical thinking models
- Apply divergent thinking processes
- Apply a variety of models of problem solving
- Develop research skills
- Develop criteria for self-evaluation
- Develop self-monitoring behaviors to promote continuous learning
- Make informed decisions about learning processes (ex: selecting appropriate resources, selecting appropriate strategies for problem solving)

Goal 4: Develop self-understanding

Outcomes:

- Understand the characteristics, demands, and responsibilities of advanced intellectual development
- Recognize, understand, and value own strengths and relative weaknesses
- Understand changing external circumstances and situations (time, place, people)
- Reconcile internal value conflicts to evolve a personal belief system
- Apply personal belief system and reflection skills in making choices in life

Goal 5: Develop social skills that enable students to build their leadership skills, interpersonal skills, and ability to effectively relate to others in a variety of situations

Outcomes:

- Demonstrate respect for others' ideas, perspectives, and needs
- Communicate effectively through speaking, evaluative listening, and nonverbal cues in group situations (ex: restating words of prior speaker, engaging in evaluative listening, agreeing and disagreeing using respectful tone)
- Cooperate and collaborate in groups (ex: establish goals, plan a course of action, assume variety of roles, reach compromise or consensus, achieve goal(s), and evaluate group success)

Differentiated Program

“There is a qualitatively differentiated program to meet G/T students’ cognitive and affective needs.”

Continuum of Services Plan**Grade Level Cluster: K-3**

Area of Identification	Service	Person(s) Responsible
General Intellectual	<ul style="list-style-type: none"> • Higher level thinking skills • Contests • Independent Study • Acceleration of subject content • Grade Acceleration 	Classroom Teacher ELP Teacher
Reading / ELA	<ul style="list-style-type: none"> • Advanced classes • Advanced writing models • Talent pool • Advanced organizers for literary analysis • Contests 	Classroom Teacher ELP Teacher
Math	<ul style="list-style-type: none"> • Curriculum Compacting • Contests • Talent pool • Subject Acceleration 	Classroom Teacher ELP Teacher
Science	<ul style="list-style-type: none"> • Project/Interest-based enrichment 	Classroom Teacher
Social Studies	<ul style="list-style-type: none"> • Project/Interest-based enrichment • Contests 	Classroom Teacher
Social/Emotional	<ul style="list-style-type: none"> • Specific skill work • Providing a learning environment that meets the affective needs of high ability learners 	ELP Teacher Counselor

Continuum of Services Plan**Grade Level Cluster: 9-12**

Area of Identification	Placement	Service	Person(s) Responsible
General Intellectual	Special Class	<ul style="list-style-type: none"> • Advanced courses (AP Courses) • Other special courses as applicable • Special contests or options • Dual enrollment • Mentorship/Internship • Independent Study 	Highly Qualified Teacher
	ELP Classroom		ELP Teacher
Reading / LA	Special Class	<ul style="list-style-type: none"> • Advanced courses (AP Courses) • Focus on higher level literary analysis and reasoning skills • Special contests or options • Dual enrollment • Mentorship/Internship • Independent Study 	Highly Qualified Teacher
	ELP Classroom		ELP Teacher
Math	Special Class	<ul style="list-style-type: none"> • Advanced courses (AP Courses) • Special contests or options • Dual enrollment • Mentorship/Internship • Independent Study 	Highly Qualified Teacher
	ELP Classroom		ELP Teacher
Science	Special Class	<ul style="list-style-type: none"> • Advanced courses (AP Courses) • Special contests or options • Dual enrollment • Mentorship/Internship • Independent Study 	Highly Qualified Teacher
	ELP Classroom		ELP Teacher
Social Studies	Special Class	<ul style="list-style-type: none"> • Advanced courses (AP Courses) • Special contests or options • Dual enrollment • Mentorship/Internship • Independent Study 	Highly Qualified Teacher
	ELP Classroom		ELP Teacher
Social/Emotional	ELP Classroom Flexible Group	<ul style="list-style-type: none"> • Specific skill work • Providing a safe “home” for affective needs 	ELP Teacher Counselor

Staff Qualifications and Staffing Provisions

“The plan shall include qualifications of personnel administering the program.”

Extended Learning Program Teachers

Mrs. Jen Yates, Grades: K-3 ELP Teacher
jen.yates@carlislecsd.org

Mrs. Michelle Robinson, ELP Collaborative Team Leader, Grades: 4-7 ELP Teacher
michelle.robinson@carlislecsd.org

Mrs. Susan Conner, Grades: 8-12 ELP Teacher
susan.conner@carlislecsd.org

Dr. Barb Niemeyer, Principal
Mr. Tim Norton, Principal
Mr. John Elkin, Principal
Mr. Matt Blackmore, Principal
Mrs. Dana Lillis, Director of Teaching and Learning

Carlisle Elementary
Hartford Upper Elementary
Carlisle Middle School
Carlisle High School
Carlisle Community School District

Inservice Design/Staff Development

“There is an in-service design.”

Quarterly Newsletters

Beginning of year overview for teachers

Data Teams Protocol

Pre AP Strategies

MTSS

ITAG and other out-of-district professional learning

Review and Evaluation

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

Questions	Data Sources	Process for Data Collection	Involved Persons	Timeline	Strategies
To what extent are the stated mission and goals of the program fulfilled in their actual operation?	PEP	End of year reflections of students and parents on PEP	ELP Teacher Parents Students	Yearly	Revisit mission and goals to gain feedback on the program
To what extent is the gifted program meeting the needs of identified students as perceived by stakeholders?	Needs Assessment PEP	End of year reflections of general education teachers, students and parents on PEP	Parent group ELP Teacher Parents Students	Yearly	Assess program and make recommended changes
What evidence exists to document positive student performance trends for identified students?	AP Results Iowa Tests Concurrent /Dual Enrollment Success rates for accelerated students	Collect annually	Counselors ELP Teachers Building Admin	Yearly	Collect and assess data annually Develop long and short term programming goals
What are program strengths and weaknesses in relation to best practices in gifted education?	Site Visits	Collaboratively assess and collect site visit data from Iowa Dept of Education	Teachers Administrators Parents Students	Every 5 years	Assess program compliance and use data to drive goal-setting
What are the recommendations for program improvement or revision?	Needs Assessment PEP Surveys	End of year PEP reflections Teacher/Parent/Student Surveys	Parent group ELP Teacher Parents Students Teacher/Parent/Students	Yearly	Review and revise short term and long term strategic plan to address strengths and weaknesses