



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/20/2020

School/Department: Dodgertown Elementary

Action Step # and Description:
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

- 1.36 – Recognition/Support for Students in Advanced Coursework
- 1.25 – Universal Screening for Gifted Identification

Recognition/Support for Students in Advanced Coursework

Teachers and Leadership Team members will track the number and percentage of students by race who are recognized for and supported with advanced coursework, including gifted studies, enrichment opportunities, etc.—the list should include the provided supports.

Gifted Screening/Identification

School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.

Explanation of Evidence:

Agenda: The “student recognition” document tracks the number and percent of students (by ethnic subgroups) who were discussed during data chats with the leadership team. Currently, results for the Fall administration (beginning of year) of the Reading and Math i-Ready are listed. At the beginning of the school year, students are expected to score at the end of their last great level or at the “early” stage of their new grade level. At the start of the school year, students who score at the middle of their new grade level or higher (e.g. mid-current grade, late-current grade, 1 grade level above, 2 grade levels above, etc.) are recognized as performing at an advanced level on coursework. This year, we were allotted a Guidance Counselor position for the first. Currently, our School Counselor is participating in several trainings. As teachers and parents make referrals, our School Counselor is conducting screenings for Gifted Identification.

Results of Action Taken:

As a result of the leadership data chat, certificates of recognition were printed to share with teachers and students. This month, we reviewed the SDIRC plan for District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted. The School Counselor clarified the process for identifying students: every child will not be evaluated. Instead, every child list on the roster of eligible candidates will be screened. Students who scored at or above the 83rd percentile on the MATH or ELA 2020-2021 FALL i-Ready diagnostics should be screened for the Gifted Program.

Reflection:

In November enrichment opportunities for students will be offered as well and students will have additional enrichment support to foster higher levels of performance. Allowing the School Counselor time to apply her newfound skills to administer the gifted screener to students who were referred by teachers and parents is a good start. Experience gained through this process will inform decisions as we meet to meet to discuss plans for the School Counselor to implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.

Dodgertown Elementary
Data Chat

Friday, October 9, 2020

Agenda:

1. Review i-Ready Data
2. Discuss plan to screen students for Gifted testing and/or the Gifted program
3. Discuss extended learning opportunities for students after school
4. Discuss enrichment opportunities for students
5. Discuss the unit assessment windows
6. Discuss student survey to collect interests for participation in extracurricular activities starting in November 2020.
7. Discuss opportunities to improve student learning
8. Review the SDIRC plan for District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted

Staff in Attendance:

Aretha Vernet, Principal

Kristen Racine, Assistant Principal

Denise Swanigan, Math Coach

Raina Ingram, Literacy Coach

Stacey Miller, Literacy Coach

Kristi Schofield, Guidance Counselor

Dear DTE Team,

Good afternoon and happy Thursday!

Attached you will find a list of all students within your school setting that are not currently identified as gifted and have scored at or above the 83rd% on the MATH or ELA 20-21 FALL iReady diagnostics. This is an action step outlined in our AAAP and is our district's current implementation of universal gifted screening. The purpose of universal screening, as related to gifted eligibility and services, is to identify those students who MAY be candidates for referral for screening that may result in further evaluation for gifted eligibility, after consideration of other pieces of relevant data and observations.

It is important to recognize there is underrepresentation of certain subgroups in our programming for gifted services, including culturally and linguistically diverse students and students who have been identified as economically disadvantaged. Consistent with our procedures to identify potential candidates for gifted screening from underrepresented populations, lists of all students who have performed at exceptional levels related to standardized measures in ELA OR Math, have been generated as a support to schools related to identification processes.

Some important considerations teams should make when identifying which students on the list should move forward for additional screening are as follows, but not limited to:

- Previous screenings or formal evaluations (and results) for gifted;
- Teacher observations related to characteristics associated with gifted students;
- Overall measures of student academic performance;
- Tiered levels of support required for student academic progress;
- Levels of acculturation and linguistic development; and
- The student's individual need for gifted programming.

Additionally, there are characteristics commonly associated with giftedness, such as stubbornness, refusal to complete rote assignments; calling teachers and peers out, perseveration, and frustration with failure, that are frequently overlooked.

It is not a requirement that those students who appear on the generated lists be screened for gifted. Please keep in mind that students not identified on the lists provided can be considered for gifted screening as well.

****Your school has also been identified as having chronic underrepresentation in students found eligible for gifted services (5 or less students); as a result **it is** recommended that you implement formalized, district-supported Tier 2 Enrichment Services. This plan is in place to increase enrichment opportunities for students who would likely benefit from increased rigor and higher level thinking skills. Attached you will find a document that outlines IR MTSS Tier 2 Enrichment Services. Your RS and School Psychologist have received thorough review of these services and can provide additional assistance and guidance to the site based team.**

All educational decisions related to screening and evaluation efforts should be based upon a comprehensive review of each student's academic strengths and needs.

Please feel free to contact me if you have any questions related to gifted screenings or the lists provided. 😊

Sincerely,

Jessica Rojas, Ed.S

Program Specialist for Exceptional Student Education
Certified School Psychologist
Child Find, Section 504, Gifted Services, Cultural Responsiveness, SLD, Manifestation Determination Reviews, & ESE Liaison for Psychological Services
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School District of Indian River County
District Plan to Increase the Participation of Underrepresented Students in the
Program
for Students Who Are Gifted

Targeted Populations in all District Schools:

Populations targeted through the School District of Indian River County's Plan B include English Language Learners (ELL) and students from families identified with low socioeconomic status.

1. ELL students are defined by the following classifications:
 - a. LY = K – 12 grade ELL students enrolled in classes specifically designed for ELL students.
 - b. LP = K – 12 grade ELL students for whom the reading/writing test is pending.
 - c. LF = K – 12 grade former ELL students who exited the program within the last two years.
 - d. Students whose primary language spoken in the home is other than English (as indicated on their initial registration form) whose score on a test of English proficiency indicates a CALP level of fluent, but only within the first two years of being enrolled in a classroom where instruction is delivered primarily in English.
2. Low SES is defined as students who are eligible for the government-subsidized free or reduced lunch program.

Screening and Referral Procedures

To assist in ensuring that potentially gifted students are being systematically screened, during the fall of each academic year, the Program Specialist for Gifted Services for the School District of Indian River County will review student scores related the statewide assessment test (i.e., the Florida Standards Assessments) for all 4th – 6th grade students across the district obtaining scores on this test. Students scoring a level 4 or level 5 on the English Language Arts and/or Mathematics portions of this assessment will be identified for potential further screening. Student names identified through this review process will be sent to the administrators of the school in which they are enrolled, with administrators sending these names to their corresponding school-based team to consider whether they are potential candidates for further screening for gifted evaluation.

For students in grade K – 3, who do not have scores related to statewide Florida Standards Assessments, the average of the previous year's iReady diagnostic tests will be computed. Students scoring at or above the 83rd percentile will be identified for potential further screening. Student names identified through this review process will be sent to the administrators of the school in which they are enrolled, with administrators sending these names to their corresponding school-based team to consider whether they are potential candidates for further screening for gifted evaluation.

These review processes provide an additional method for identifying potential candidates for gifted programming, in addition to teacher or parent referral. The Program Specialist for Gifted Services and teachers of the gifted provide professional development and

consultation regarding characteristics of gifted students, with special emphasis on those which are often demonstrated by members of the underrepresented groups with high potential.

Student Evaluation Procedures

1. The evaluator reviews existing educational and screening data related to student performance and abilities.
2. Based upon a review of existing data, the evaluator selects and administers a culturally-sensitive standardized measure of intellectual ability.

Eligibility Criteria

A student is eligible for special instructional programs for the gifted under Plan B from kindergarten through grade 12, if the student demonstrates:

- a) The need for a special program as indicated by one or more of the following statements checked in the referral paperwork.
 - a. Ability above regular class curricula
 - b. Interest far advanced for regular classwork
 - c. Social maturity above classmates
 - d. Needs stimulation of advanced program
- b) A majority of characteristics of gifted students according to a standard scale or checklist completed by at least one of the student's teachers. Please see forms included below.
- c) Above average intellectual development as measured by an intelligence quotient of 119 or above on an individually administered standardized test of intelligence.

Instructional Program Modifications or Adaptations

The School District of Indian River County is committed to developing excellence in all students regardless of race, gender, economic status, cultural background, language acquisition, or disability. The District recognizes that gifted students need a qualitatively different educational program that takes into account their unusual intellectual abilities and provides them with a greater range of challenges than those offered by the regular school services. Students who are English Language Learners and students who come from families with low socioeconomic status have additional cognitive and social/emotional needs that must be addressed through the gifted program. This is addressed through differentiated curriculum and flexibility in pace and product complexity to ensure successful and continued participation of students from underrepresented groups. The District recognizes that students from these underrepresented groups have talents and perspectives that allow them to make valuable contributions within our gifted classrooms. The gifted education program focuses on the development of skills to enable all students to function successfully in a multi-cultural society. An increased awareness and acceptance of the differences that exist between individuals and cultures are emphasized.

District Evaluation Plan

1. Data regarding the number of under-represented students in the gifted program will be reviewed annually and will include, but not be limited to: district percentages, school percentages, and percentage of growth or decline. Specific areas in need of improvement, including adjustments to the District's Plan B guidelines, as well as the provision of additional professional development will be based upon this annual review.

Student Recognition, by Student Subgroup

October 2020

| | Reading i-Ready | Math i-Ready | Gifted Studies | Enrichment Extended Learning | Unit Assessments |
|----|--|--|--|---|--|
| | <i>Fall Administration</i> <i>Beginning of school</i> <i>Students who score</i> <i>great than or equal to the</i> <i>middle of the grade level</i> <i>(Mid Grade Level or</i> <i>Higher)</i> | <i>Fall Administration</i> <i>Beginning of school</i> <i>Students who score</i> <i>great than or equal to the</i> <i>middle of the grade level</i> <i>(Mid Grade Level or</i> <i>Higher)</i> | | | |
| KG | 6 African American 43% 6 Hispanic 43% 1 White 7% 0 Asian 0% 1 Multi-Racial 7% 14 Students | 4 African American 40% 3 Hispanic 30% 2 White 20% 1 Asian 7% 0 Multi-Racial 0% 10 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | N/A |
| 1 | 8 African American 44% 3 Hispanic 17% 6 White 33% 0 Asian 0% 1 Multi-Racial 6% 18 Students | 3 African American 23% 4 Hispanic 31% 5 White 38% 0 Asian 0% 1 Multi-Racial 8% 13 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | N/A |
| 2 | 2 African American 25% 3 Hispanic 37.5% 2 White 25% 0 Asian 0% 1 Multi-Racial 12.5% 8 Students | 1 African American 20% 2 Hispanic 40% 1 White 20% 0 Asian 0% 1 Multi-Racial 20% 5 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | N/A |
| 3 | 2 African American 28.57% 0 Hispanic 0% 3 White 42.86% 0 Asian 0% 2 Multi-Racial 28.57% 7 Students | 0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 0 Multi-Racial 0% 0 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | Testing Window currently open; testing in progress |
| 4 | 0 African American 0% 0 Hispanic 0% 2 White 67% 0 Asian 0% 1 Multi-Racial 33% 3 Students | 0 African American 0% 1 Hispanic 50% 1 White 50% 0 Asian 0% 0 Multi-Racial 0% 2 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | Testing Window currently open; testing in progress |
| 5 | 0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 1 Multi-Racial 100% 1 Students | 0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 1 Multi-Racial 100% 1 Students | <i>In the process of</i> <i>screening students to</i> <i>determine whether they</i> <i>are placed in the gifted</i> <i>program</i> | Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities. | Testing Window currently open; testing in progress |