



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/18/2020

School/Department: Fellsmere 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.)

1.25 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:

Using the district provided list by Mrs. Jessica Rojas (Thursday, October 15), Fellsmere Elementary will schedule KBIT screener for students meeting criteria.

Results of Action Taken:

FES Guidance counselor (Mrs. Ana Iris Arce) will rule out students that have previously being screened.

Reflection:

TBD After Testing.

Dear FES 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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