



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 11/16/2020

School/Department: Strategic Planning & Support Services

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.)

Action Step 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:

Evidence submitted is the counselor agenda in which the practices are again covered. Additional information submitted is data of the gifted screens by school as of November.

Results of Action Taken:

Further discussion of the manner in which we utilize Unit Assessment data to address the global look for in the schools. Also better support to school MTSS teams needed when discussing students – broaden the conversation to include all areas concerning the student, positive & challenging . Evidence of follow up listed on Nov/ Dec agenda below

Reflection:

Click or tap here to enter text.

The wait for data from beginning of school year has been a challenge. Teams need to also be prepared to utilize anecdotal notes in come cases, then follow up with further conversation or review.

School Counselor Meeting Agenda

Nov 18, 2020

1:00-3:00 pm

TEC (District Office)

1) Greeting and opening remarks from Mrs. Dampier

2) Suicide Assessment Professional Development – Dr. Packard

- Objectives include improvements in:
 - o Knowledge about
 - the laws related to suicide assessment and Baker Acts, including interactions with SROs
 - SDIRC procedural requirements (e.g., documentation, parental notification, care coordination, follow-up)
 - o Comfort using the FDOE-approved suicide assessment instrument
 - o Ability to make sound clinical recommendations following suicide assessments
- Participants will complete pre/posttests and participate in case study reviews and role play exercises

3) Clarification of MTSS pieces; screening of students (refer to previous KBIT training) – T.McGough

Previous Training Outline:

School Counselor Training Overview

Training will include an introduction to the Kaufman Brief Intelligence Test, Second Edition (KBIT-2). This is a two part training in which the attendees will be provided with an overview of the KBIT-2 as well as instruction in the general administration and item scoring procedures. Additionally, training will be provided on how to complete a classroom observation including the completion of the Billers observation form (time on-task). Please bring a KBIT-2 Test Kit (Testing easel, manual, & protocol)

Traci McGough, EdS, NCSP

(772) 564-5906

Nationally Certified School Psychologist

District Lead School Psychologist

Liberty Magnet School

Preschool Evaluation Team

District Autism Evaluation Team

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.

Appendix A
The School District of Indian River County
6500 57th Street – Vero Beach, FL 32967
Department of Exceptional Student Education and Student Services
Gifted Characteristics Checklist Grades K-5

Name of Student _____ ID# _____ Grade _____ Date _____
 School _____ Teacher's Name _____ Subject _____

Please indicate the degree to which the student exhibits each characteristic, based on the following scale:

4 – Consistently exhibits this characteristic **2 – Rarely exhibits this characteristic** **NA – Not applicable**
3 – Often exhibits this characteristic **1 – Never exhibits this characteristic**

<u>Learning Characteristics</u>	4	3	2	1	NA
1. Has an expanded vocabulary.					
2. Becomes deeply involved with topics or problems.					
3. Asks many questions to gain a deeper understanding.					
4. Has the ability to see relationships and make connections.					
5. Enjoys solving problems or puzzles.					
6. Is able to retain more information with less repetition.					
7. Resourceful, tries to reason things out independently and in ingenious ways.					
8. Expresses ideas well.					
9. Transfers learning to new situations.					
<u>Motivational Characteristics</u>					
10. Is persistent.					
11. Eagerly shares ideas or discoveries.					
12. Sets high standards for self and/or others.					
13. Displays intense concentration in areas of interest.					
14. Enjoys the challenge of new and different topics.					
15. A "self-starter," needs little internal motivation.					
<u>Creative Characteristics</u>					
16. Generates many ideas or solutions to problems.					
17. Displays a richness in imagery and language.					
18. Tries to adapt or improve things.					
19. Displays originality.					
20. Has a vivid imagination.					
21. Demonstrates ability to express feelings and emotions.					
<u>Leadership Characteristics</u>					
22. Is often asked for ideas and suggestions.					
23. Can give directions clearly and effectively.					
24. Able to empathize with others.					
25. Tends to motivate others.					
26. Carries responsibility well.					
27. Initiates activities.					

Name of person completing this form _____

Relationship to Student _____ Date _____

The School District of Indian River County
6500 57th Street – Vero Beach, FL 32967
Department of Exceptional Student Education and Student Services
Gifted Characteristics Checklist Grades 6-12

Name of Student _____ ID# _____ Grade _____ Date _____
 School _____ Teacher's Name _____ Subject _____

Please indicate the degree to which the student exhibits each characteristic, based on the following scale:

4 – Consistently exhibits this characteristic

2 – Rarely exhibits this characteristic

NA – Not applicable

3 – Often exhibits this characteristic

1 – Never exhibits this characteristic

<u>Learning Characteristics</u>	4	3	2	1	NA
1. Has an expanded vocabulary.					
2. Becomes deeply involved with topics or problems.					
3. Asks many questions to gain a deeper understanding.					
4. Has the ability to see relationships and make connections.					
5. Has keen observation skills.					
6. Demonstrates quick mastery and recall of information.					
7. Resourceful, tries to reason things out independently and in ingenious ways.					
8. Expresses ideas well.					
<u>Motivational Characteristics</u>					
9. Is persistent.					
10. Demonstrates exceptional curiosity.					
11. Sets high standards for self and/or others.					
12. Displays intense concentration in areas of interest.					
13. Enjoys the challenge of new and different topics.					
14. A "self-starter," needs little internal motivation.					
<u>Creative Characteristics</u>					
15. Generates many ideas or solutions to problems.					
16. Displays a richness in imagery and language.					
17. Tries to adapt or improve things.					
18. Displays originality.					
19. Finds imaginative ways to solve problems.					
<u>Leadership Characteristics</u>					
20. Is often asked for ideas and suggestions.					
21. Can give directions clearly and effectively.					
22. Able to empathize with others.					
23. Tends to motivate others.					
24. Carries responsibility well.					
25. Adapts easily to different situations.					
26. Involved in extra-curricular activities.					
27. Concerned with fairness or injustice.					

Name of person completing this form _____

Relationship to Student _____ Date _____