

Clarinda Community Schools Enrichment Learning Opportunities (TAG)

(Board Approval-4/28/2021)

April, 2021 Revised, October 3, 2019 Revised

Clarinda Community Schools Mission:

To educate all students to succeed by ensuring quality leadership, curriculum, and instruction.

Clarinda Community Schools Enrichment Learning Opportunities Mission:

The Clarinda Community School District Enrichment Learning Opportunities (formerly Talented and Gifted) supports our district's mission by responding to the unique needs of students to maximize their potential. As part of our mission, we will provide stimulating and diverse learning experiences designed with appropriate rigor and relevance for students with exceptional talents as indicated by the definition of gifted and talented children in the Iowa Code. We recognize that all students, whose abilities lie beyond the traditional student population may require differentiated educational opportunities to extend their learning to develop their abilities, potential, accomplishments, and performances. Through a collaborative approach, administration, regular classroom teachers, and TAG teacher-facilitator work together to provide varied opportunities to these students.

The State of Iowa Defines Gifted and Talented Children:

257.44 Gifted and talented children defined.

1. "Gifted and talented children" are those children who are identified as possessing outstanding abilities and 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.
2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:
 - a. General intellectual ability.
 - b. Creative thinking.
 - c. Leadership ability.
 - d. Visual and performing arts ability.
 - e. Specific ability aptitude.

89 Acts, ch 135, §

CCSD K-12 Enrichment Learning Opportunities

Enrichment Learning Opportunities (formerly Talented and Gifted) is designed to meet the needs of advanced learners in grades K-12 in Clarinda Community Schools and as well create a schoolwide enrichment model that meets the needs of all students. The program will be varied, just as all students' needs are supported through the MTSS model. Students' abilities and talents change over time, so we will identify advanced learners at different degrees of need and serve those students accordingly. Not all students will need the same services at the same time. A differentiated learning plan (PEP) will be developed in collaboration with the student, parents, teachers, and school staff when a student's ability level far exceeds that of grade-level peers.

Program Goals (Vision)

Goal #1: Clarinda Community Schools Extended Learning Opportunities will provide a variety of appropriate types and levels of programming, enrichment, and/or acceleration (based on the Iowa Acceleration Model) in grades K-12 that are based on students' cognitive and affective needs. (See Iowa DOE Advanced Learner MTSS, 2018)

Measurement Plan:

- Student achievement data (i.e. Iowa Assessments scores year to year, CogAt, etc)
- Review of PEP goals
- Access to courses and activities aligned to students' abilities, skills, interests, and future career pathways

Goal #2: Clarinda Community Schools Enrichment Learning Opportunities will provide ongoing professional development opportunities to teaching staff in differentiation strategies for advanced learners. This may include, but not limited to: the beginning of the year in-service, PD provided through the TLC program, PLC meetings with grade-level teachers, and individual teacher meetings (either through ELO teacher or TLC provider)

Measurement Plan:

- Teachers are submitting pre/post-test data, gifted rubrics, and goals for all students with PEPs
- Teachers submitting portfolio artifacts.
- Teachers submitting differentiated lessons for advanced learners.
- PD meetings with teachers

Goal #3: Clarinda Community Schools Enrichment Learning Opportunities will strive to improve communication with all stakeholders to ensure eligible students are utilizing and accessing services offered.

Measurement Plan:

- Utilization of the CCSD website to share the district Enrichment Learning Opportunities, building level services, and contact information.
- Identification letters and an overview of services sent out to parents in a yearly mailing.
- Communication with parents during the development of Enrichment Learning Opportunities differentiated learning plans.

- Access for parents, students, and teachers of identification status and Enrichment Learning Opportunities learning plans (PEP's). JMC for teachers and paper copy for parents and students
- Additional communication methods (availability during conference times, email, phone contacts, CCSD/ELP parent meetings, etc.)

Goal #4: Clarinda Community Schools Enrichment Learning Opportunities will seek continuous review and reflection to improve the quality of services provided.

Measurement Plan:

- Review at least two sections of the Self-Audit Reflection Tool Annually
- Research high performing gifted programs and revise the plan as needed
- Make improvements based on the Self-Audit Reflection tool
- Seek input from parents and faculty through Self-Audit Reflection Tool and from students through their Personal Education Plan Review
- Address gaps

Program Services:

The district philosophy towards Enrichment Learning Opportunities is that students' needs be met within the regular classroom, with the ELO (TAG) staff serving as a facilitator or consultant in the learning process. When the needs of the advanced student cannot be met in the regular classroom, educational service modifications will be made (may include: alternate staff, ELO staff, or experts in the field). All students should be supported with curriculum services as evidenced by student needs.

"The Iowa MTSS model assumes that each student receives high-quality, research-based, differentiated instruction from a general educator in a general education (classroom) setting. The research-based instructional practices employed need to be carefully chosen from the research base for the specific population under consideration. For example, a class-wide intervention is appropriate for those students who have not yet mastered the identified standards. However, advanced learners should be receiving complex and appropriately paced instruction to meet their needs as well." IA DOE, Advanced Learner MTSS, 2018.

Systematic Procedure for Establishing a Gifted and Talented Personalized Education Plan (PEP)

The goal of the identification process is to recognize and support gifted learners.

The district will use valid and systematic procedures, including multiple selection criteria, for identifying gifted and talented students from the total student population. (Iowa Administrative Code 281.12.5)

Identification in Grades K-3:

- Teachers will consult with their PLC and the ELO coordinator to identify advanced learners for enrichment and extended learning opportunities.
- These identified students are being informally selected as having characteristics and behaviors of high potential learners.
- Teachers will provide appropriate learning activities and strategies for advanced learners within the classroom, differentiating instruction and accommodating the advanced learner's needs (see progress monitoring documentation).
- The District's Multi-Tiered System of Supports (MTSS) (problem-solving team) process will be utilized to determine if learning supports beyond the classroom are needed (acceleration, or other needs).
- All relevant data (i.e., classroom and standardized assessments - progress monitoring, surveys, observation, checklists, parent recommendations) are reviewed by the MTSS Support team.
- The Cognitive Abilities Test (CogAT) screener assessment will be administered to all students in 3rd grade in October.
- Possible formal identification at the end of 3rd grade for 4th grade PEP.

Identification in Grades 4-12:

- The Cognitive Abilities Test (CogAT) screener assessment will be administered to all students in 6th grade in October.
- Students scoring at Stanine 9 on the screener will comprise the TAG pool of students in grades 4, 5, and 6. Students scoring in Stanine 8 will be considered with additional data:
 - Iowa Assessments (2 years at 95th percentile or above),
 - MAP (2 years at 95th percentile or above) classroom performance, teacher recommendation,
 - TOMAGS (95th percentile or above),
 - SIGS (parent/school),
 - FAST aMath (95th percentile or above)
 - FAST aReading (95th percentile or above), etc.

- Assignment of a TAG PEP identification grades 7-12 will be based upon
 - Students at the 7-12 grade levels that have a PEP in place as of 5/2021 will continue their plan unless an exit out process is established
 - CogAT score of Stanine 9 on the composite score
 - CogAT score of Stanine 8 will be considered with strong evidence from the following list:
 - Iowa Assessment scores (2 years at the 95th percentile or above)
 - ACT, PSAT, and “early ACT” (30 or above for ACT)
 - Other available building data
 - Teacher surveys and observations, including classroom assessments in content areas
 - Parent survey and observations (SIGS)
 - Student interview
- At the District’s discretion, students in grades 6 and 8 may be offered the opportunity for online above-grade-level testing through the Belin-Blank Center.
 - The extremely challenging assessment includes four sections covering science, mathematics, reading, and English.
 - The purpose is to discover exceptionally talented students and to provide recommendations to schools about appropriately challenging programs.
 - Test scores are also used to qualify students for summer, weekend, and school year programs provided by the Belin-Blank Center and other state and national institutions.
- A student is formally assigned a PEP when data collected over a period of time suggests that he/she matches the definition of a “gifted child”, and the following questions are answered affirmatively:
 - Is the student’s skill level/ability much above that of peers of the same age?
 - Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?
 - Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?
 - If students meet the district criteria according to the review team the student will have a Personalized Education Plan developed.
- An ELO Personal Education Plan (PEP) will be developed in collaboration with the student, parents, and district staff and begins with parent permission to the process.
- Students new to the district who desire consideration for an ELO PEP will be evaluated by the list below. The Cognitive Abilities Test screener will be given if other data indicates possible placement. The TAG teacher, in consultation with the problem-solving team, will make the recommendation to the principal regarding placement.

- Previous school records
- TAG program participation (including CogAT scores)
- Iowa Assessments
- Past-attended school(s) academic records
- Teacher recommendation

The ELO PEP will be reviewed and updated annually and may include:

- Description of the student's talents, skills, interests, and potential career path
- Input from the student, parent, and faculty
- Goal setting and spring reflection
- Extracurricular and/or enrichment activities planned for the year
- Multi-year education plan (4-year Map My Adventure Plan - 7-12)

Student strengths are supported within the classroom with the district curricula through collaboration with the ELO (TAG) coordinator, staff, and building administrators. This collaboration may occur through a variety of means, but not limited to:

- *Instructional planning, coaching, and support* offered to teachers
- *Cluster grouping* (within the classroom or grade level ability grouping for each tier of the MTSS, grades 1-12, for ELA and Math)
- *Independent Study* (as needed through a partnership with the classroom teacher and/or gifted teacher for credit or non-credit). Independent study may involve online coursework, project-based learning opportunities, student investigative opportunities, work with a professional in the field, etc.
- *Enrichment opportunities* - activities that allow the student to work at a higher level of depth and complexity (DOK) on the same standards as the universal tier (Tier I).
- *Curriculum compacting* - pre-assessment is used to determine whether proficiency in a specific academic area has been achieved. When the student has demonstrated proficiency (80%), the student then will engage in advanced content (DOK). Curriculum compacting may happen within a given unit or course. Compacting does not require the use of the Iowa Acceleration Scale. Pre-assessment may include but is not limited to school performance-based data, classroom data, oral inquiry, student writing and work samples (see coordinator for other pre-assessment measurements).
- *Concurrent enrollment* - The school district allows students to enroll in higher-level coursework when proficiency at grade level has been demonstrated. For example, a middle school student takes a high school math course, or a high school student takes a college course during the school day. Students with an ELO PEP may enroll in college courses as early as grade 10. Students must be 14 years or older to take college classes. Gifted students enrolling in college courses must register with the guidance counselor. The counselor will review with the student the pros and cons of each course and if/how they will affect high school credits and college career path.
- *AP Online Courses and/or AP Course* offered at the high school level. For any online AP courses, students must contact the counselor to register in the spring

for the upcoming school year.

- Students may attempt to ***test out of a course*** only if they have principal approval. The general criteria for testing out would include students that are within the first two days (preferably before) of a term of their enrollment and have never attempted the course. Students may have access to the class syllabus and/or study guide up to two days prior to taking the test. To successfully test out of a course, a student must pass the final and/or test out exam with a score of 80% or higher. With a successful test out, the student earns credit for the course, and an “S” for Satisfactory is entered on the transcript. This class then would not count towards GPA. Students should contact their guidance counselor, gifted coordinator, or principal for more information. Please note that not all courses may be eligible for testing out.
- ***Academic enrichment competitions*** may be available at various levels and in various curricular areas.
- ***Single-subject acceleration*** - Includes many types, but may include a student performing above grade level in a particular subject goes to a higher grade level teacher for instruction in that subject and then returns to their home classroom for instruction in other subject areas. This could include a student who is performing high above their peers and meets Tier III MTSS criteria completing an independent study option with the ELO (TAG) coordinator, professional in the field, and/or their teacher to learn at a faster pace and explore content beyond grade level.
- ***Whole grade acceleration*** - A dialogue considering possible acceleration is initiated by parents, classroom teacher, or the ELO (TAG) coordinator. The MTSS support team (problem-solving team) will meet and will bring observations and data to consider ways in which whole grade acceleration may/may not benefit the student. If determined that whole-grade acceleration is likely to benefit the student the Iowa Acceleration Scale will be used to determine if acceleration is deemed appropriate. This requires an extensive study of criteria including the social-emotional needs of the student.
- ***High school credit for subject acceleration:***
 - Acceleration which includes a student taking an approved course (teacher 9-12 certified) earns credit for the student's academic record.
 - The acceleration within a course with the support of a teacher or gifted coordinator (such as through compacting) earns a grade for the content covered, such as two semesters taught in a span of one semester and or faster pace with enrichment activities.
 - Credit is not awarded for a course skipped
- ***Early graduation and/or obtaining an Associate's Degree:*** students considering these options should start planning for this prior to their sophomore year. Careful planning with the guidance counselor should be done when seeking these options. You must have approval from the guidance counselor to ensure credit prior to taking any courses outside of the school day including summer coursework and outside accredited institutions. Approval for additional coursework does not include financial support from the school district. Students must have an administrator's approval to apply for early graduation and it then

must be approved by the CCSD school board.

****Note:** as mentioned earlier, not all services are offered to all students. Services are based on need (meeting the students where they are academically and making sure that their talent is developed in the area of need).

Advanced MTSS Tiers of Service

[*\(see IA DOE Advanced Learner Multi-Tiered System of Support Guide, 2018\)*](#)

Tier I: Universal Tier - teacher-supported differentiated instruction for appropriate growth. 100% of the student population. This inclusive programming may include, but is not limited to:

- Cluster grouping classrooms - (math/ELA) students receive instruction in classrooms with like-ability peers (K-10)
- Selective Academic competitions
- Instructional Support for teachers in differentiation *(See pages 11-14 in the IA DOE Advanced Learner MTSS Guide, 2018)*
- Advanced coursework at secondary buildings when prerequisites are met

Tier II: More complex instruction and/or faster pacing for appropriate growth.

4-7% of the student population. May include, but not limited to:

- Cluster grouping classrooms - (math/ELA) students receive instruction in classrooms with like-ability peers (K-10)
- Instructional Support for teachers in differentiation *(See pages 11-14 in the IA DOE Advanced Learner MTSS Guide, 2018)*

Tier III: Acceleration for appropriate growth. 1-3% of the student population. This tier will include researched-based learning opportunities appropriate for high ability students which meet both their academic and affective needs and may include, but not limited to:

K-3

- Cluster grouping classrooms.
- Differentiation in the core classroom by the general education teacher in consultation with the ELO Coordinator

4-6

- Advanced or accelerated math with an emphasis on problem-solving and early exposure to algebra and geometry
- Advanced or accelerated literacy studies with emphasis on literature, inquiry, and DOK understanding
- Research projects and or independent study in consultation with the ELO Coordinator
- Small group enrichment on SEL and or student interests, skills, and/talents
- In grade 6 students whose mathematics ability as measured by multiple assessments will be eligible to take the Iowa Algebra Aptitude Test. This will be administered at the beginning of May prior to their 7th-grade year. Should the student meet the cut-off guideline of 90%, he/she will be eligible to take Algebra at the HS level and will receive high school credit for a passing score in that course. If the student meets the cut-off guidelines and takes Algebra, they will be able to fast-track through the high school math courses (Algebra, Geometry, Algebra II, Pre-Calc, and then Calculus).
- At the discretion of the district, offer the BESTS Belin Blank I-EXCEL for all 6th-grade

students with a PEP (to help determine placement in HS classes)

7-8

- Advanced math (Algebra and Geometry)
- Advanced language arts
- Cluster grouping classrooms
- Investigative literacy research with a final product (NHD or alternative project)
- Referrals to Gifted opportunities outside of the district
- At the discretion of the district, offer the BESTS Belin Blank ACT for all 8th grade students with a PEP (to help determine placement in HS classes). A letter will go out in the fall when registration is available

9-12

- Advanced coursework including early entry into higher-level courses and college credit beginning in 9th grade
- 10th and 11th-grade students with a PEP will be offered the opportunity to take the PSAT in the fall of each year (usually October)
- **See acceleration guidelines for further information

Twice-Exceptional Learners: Students who have an IEP or I-plan in special education, have a medically diagnosed condition or learning disability, who additionally show outstanding talent/abilities will be included in the gifted services PEP process.

Once a student has been recommended as twice-exceptional, a plan with all the stakeholders present will be made.

1. The instructional strategist, classroom teacher, and ELO coordinator will discuss student's challenge areas and strengths areas with the Problem Team.

- SIGS data from school and home will be used to help identify these areas.

2. Gather Evidence

- growth in data over the past 2 years, reduce qualifying cutoff scores to account for disability;
- compare standardized testing with the actual performance of student's daily classroom achievement, as well as other authentic assessments;
- Work samples within the talent area
- conference with families about performance outside of school.
- CogAt scores
- Be vigilant about looking for indicators of exceptionality in students as gifts and disabilities mask one another.

3. Determine Appropriate Support

- If evidence suggests classroom differentiation will meet the needs of the student in the deficiency area, the ELO coordinator will provide differentiated instruction support to the classroom teacher
- If evidence suggests classroom differentiation will meet the needs of the student in the talent area, the Instructional strategist will provide differentiated instruction support for the deficiency.

4. A 2E PEP (Twice-Exceptional Personalized Education Plan) will be developed if both talent and deficiency criteria are met. (see *Twice-Exceptional Students: Gifted Students with Disabilities Resource Book, 2019, page 16*)

- The 2E PEP will be established with all stakeholders present which may include, but not limited to the special education team, the gifted coordinator, the expert in the area of need, the counselor, interventionist, AEA personnel, parents, etc.
- Determine Strengths/Interests
- Determine Challenges/Needs
- Determine Accommodations for Strength/Interest and to Access Learning

5. Monitoring Plan - will be attached to students IEP

- Strength - The ELO Coordinator will monitor
- Challenge/Need - Special education team will monitor
- Determine how the interventions will be monitored
- Record the student's outcome of success or lack of success

6. Inform student's teachers of needs and strengths and follow up with identified accommodations. (see *Twice-Exceptional Students: Gifted Students with Disabilities Resource Book, 2019, pages 9-11 & 22-27 and IA DOE Advanced MTSS, 2018, 29-31*)

Additional Culturally and Linguistically Diverse Student Services Process

Step 1 - Teacher identifies possible gifted CLD students.

Step 2 - Conference with ELL teacher/TAG teacher/Gen. Ed teacher

Step 3 - Teacher will fill out Observation Form (Creative Ability Individual Screener) and parent will fill out Parent Nomination Form

Step 4 - ELL student will fill out Self-Nomination Form (translation available)

Step 5 - ELL student will take a **NonVerb Test**, CogAt, and ISASP Tests

Step 6 - Conference with ELL teacher/TAG teacher/Gen. ED teacher to determine if eligible for a PEP level of service.

Extended Learning Program Decision Committee MTSS Support Team (Problem Solving teams for K-6, 7-12)

- Counselor
- ELO (TAG) Coordinator
- Principal
- At least one classroom teacher
- Exploratory/specials teacher if warranted

*SpeEd teacher, if student recommended, is on an IEP or 504

*ELL teacher is student recommended is on an ELL plan

Students who have been recommended in previous years for a PEP will be reviewed on an annual basis.

Exit out Criteria or Reduction of Services provided by the level of services offered within Enrichment Learning Opportunities (TAG): When data indicates that student learning needs can best be met within the traditional classroom and curricula, a reduction of services may occur. Parent notification will be made prior to the exit year (exits will happen only at the end of the school year). Student performance is monitored for progress and the student may be placed back on an ELO PEP if sufficient progress has been met. Questions that will be asked during the exit out process:

- Can the learning needs of this student be met within the traditional classroom and curricula?
- What is the evidence?
- What adaptations, if any, are needed to support the learning of the student in the traditional classroom?
- What are the student, parent, and teacher perspectives about student learning needs?
- Will the child's social-emotional needs be met if exited?

Staffing and Roles

Administrators –

- Provide continued support for gifted and talented services as outlined in the district ELO plan.
- Collaborate with and support the TAG Teacher-Facilitator in the scheduling of classes/students, curriculum development, and individualized ELO learning plan meetings (PEP).
- Supervise implementation in buildings
- Provide assistance in the level of services offered to students
- Support flexible grouping structures (clustering)
- Ensure that teachers have instructional differentiation in place.
- Ensure and support professional development for gifted education in the fall and throughout the year as needed.
- Share data with the staff regarding testing for special populations (including ELO)

Classroom Teachers –

- Provide differentiated instruction (DOK: greater complexity in thinking, an increase in depth of the curriculum, and pace of instruction) in the classroom for all students. See [NAGC standards for general education teachers](#)
- Use pre-assessment prior to instruction to tailor instruction to meet the needs of students' varying abilities.
- Provide appropriate instruction in collaboration with the ELO (TAG) Teacher-Facilitator through team or individual meetings or email to plan for units, co-teaching, planning meetings, and planning student independent study options.
- Participate in the identification process
- Assist ELO (TAG) Teacher-Facilitator in completing differentiated learning plans as needed for advanced students.
- Records or documents students demonstrating a need for enrichment beyond core concepts and skills
 - Complete enrichment intervention progress monitoring
 - Complete SIGS forms in a timely manner as needed

TAG Teacher-Facilitator(s)

- Collaborate with classroom teachers to identify strategies, instructional practices, and resources for gifted students.
- Model strategies for teachers on how to differentiate.
- Assist teachers with differentiated instructional planning for gifted students through team or individual meetings or email.
- Provide staff development for general education teachers through group and/or individual meetings and through posting of relevant information.
- Monitor student progress of achievement gains for advanced students.
- Facilitate and coordinate the level of service procedures in regards to enrichment
- Maintain resources and website for enrichment and learning about gifted needs
- Guide and document individual student programming for advanced students through

PEPs.

- Participate in program evaluation
- Receive professional development that addresses best practices in Gifted and Talented(advanced learner needs) issues on an ongoing basis including the Spring and Fall ITAG conferences.
- Using best practices, advocate for students' needs and district services.

Qualified Staffing The CCSD Enrichment Learning Opportunities has one facilitator serving the K-12 population. The Talented and Gifted facilitator employed by Clarinda Community Schools has a valid Iowa Teaching License with the state-approved TAG endorsement. The talented and gifted facilitator will have 5% of their contracted schedule dedicated to serving students as identified in this document.

Program Evaluation

The district will regularly review and identify...

- Procedures for student identification
- Appropriate types of acceleration and enrichment programming
- Program goals and performance measures
- Process for ongoing program evaluation
- Number of K-12 Gifted and Talented endorsed teachers
- Staff development available to Talented and Gifted teachers/ facilitators
- Staff development available to classroom teachers and administrators
- Individual student achievement and growth data for all identified students
- Group data within each program and/or strand and subject area.
- The academic growth of other students in cluster classrooms or who receive differentiated instruction

This document is a “living” document.

Other sources to consider: [Advanced Learner MTSS](#)

See also [Enrichment Learning Opportunities website](#).

CogAt [Explanation for Parents](#)

