Child's Name:

Gifted Individualized Education Plan (GIEP)

Please note: This is a sample and cannot be applied to all students and all cases. It is provided as an example of how this particular child's gifted needs could be met. All decisions regarding appropriate goals and services should be developed by a GIEP team and take into consideration the individual child's strengths and needs based on those strengths.

School Year:today	GIEP Team Meeting Date: 12/15/2012
Student ID #:	Implementation Date:tomorrow
Student Name: Sally Sue - Elementary	y DOB: 2/29/2004 Age:7
Student E-mail:	Grade:2
Parent Name:	
Address:	Phone: (H)
	(W)
	E-mail: (H)
	(W)
School District:	
County of Residence:	Other Information:

GIEP TEAM PARTICIPANTS

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted.

NAME (typed or printed)	POSITION	SIGNATURE
Sally's Dad	Parent	
Sally's mom	Parent	
Sally Sue	Student*	
Miss M	Teacher of gifted	
Mrs. K	Teacher of 2nd th Grade	
Miss L	Math Coach	
	Teacher of	

Gifted IEP 8/14/2009 Page 1 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

Ms. Principal School District Representat (Chairperson)**		

^{*}The student may participate if the parents choose to have the student participate.

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (Current)

A. Academic/Cognitive Strengths

Her teacher and mother report that Sally exhibits 90% or more the behaviors of a gifted child as listed on the Gifted Characteristics Checklist

Sally's second grade teacher indicates that she becomes truly absorbed in activities. She sets goals for herself. Sally thrives on academically challenging activities and displays strong opinions and perspectives and is a good problem solver. Sally reasons things out independently and learns beyond what is expected.

Sally's mother reports that she has excellent reasoning ability and is intellectually curious. Sally is imaginative, independent in thought, enjoys taking responsibility and has a sense of humor.

Both teacher and parent report in a gifted characteristics checklist that Sally learns new information with minimal presentations. She acquires knowledge quickly and easily.

Sally enjoys learning by watching people do things, through watching film, televisions, movies, and by experimenting with things or acting them out (dramatization). Sally prefers working independently or in a small group by talking about the topic (verbal).

When completing the My Way expressions survey, Sally scored highest in the areas of service, audio-visual, and artistic expressions as the means to demonstrate what she has learned.

Sally's mom and teacher report that she is a perfectionist and requires little external motivation.

B. **Achievement Results** (aligned to grade/course level standards to indicate instructional level)

Math:

She scored 213 (in the 98th percentile) on the beginning of year MAP assessment in Math. She is currently performing at a 3.28 grade level on the Successmaker Math Instructional program.

Literacy:

She scored 194 (in the 75^h percentile) on the beginning of year MAP assessment in Reading. Sally is working on a White level on the 100 book challenges (which is slightly above grade level for her age). She is working on a Level 34 in the DRA and scored Sally's lexile range (as measured on the Scholastic Reading Inventory) was 450L to 790L.

Gifted IEP 8/14/2009 Page 2 of 9

^{**} The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

Her writing assessment score on second grade level standards was 4 out of 6 based on a district level rubric, which places her on grade level for writing instruction.

C. **Progress on Goals** (for annual review only)
This is an initial GIEP so there are no previous GIEP goals.

D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

Sally's mom reports that she is an avid television watcher and enjoys creating her own made-up plays, playing dress-up, and creating elaborate scenarios. Sally also likes to draw. Sally has an active imagination.

Sally has expressed interest in coming to after school sessions sponsored by the Brownies.

E. Grades/Classroom Performance as Indicated by Subject Area Teachers

The team is noticing a discrepancy between her standardized test scores on the
Scholastic Reading inventory, MAPS, and WISC-IV assessment. In addition, her
second grade teacher reports that she is currently reading above grade level text to a
proficient level. After further investigation it was determined that one area that is
holding Sally back on standardized tests is her limited background knowledge. It was
determined in the Multi-disciplinary Evaluation that she her giftedness may be
masked by some socio-economic factors.

Sally mastered grade one mathematic concepts in first semester of first grade and in grade two has already shown mastery of second grade concepts as of December. Sally learns quickly, sometimes demonstrating understanding without any math instruction at all. Sally likes to get on the computer to do Successmaker whenever she has a free minute.

Gifted IEP 8/14/2009 Page 3 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

II. GOALS AND OUTCOMES: (Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).

A. ANNUAL GOAL

demonstrate understanding.

Given **third grade** level math standards, Sally will demonstrate computation skills and application of concepts to an advanced level or 85% or better accuracy.

3. Short Term Learning Outcomes						
Objective Criteria	Assessment Procedures	Timeline				
85% Accuracy on	Demonstrate	Ongoing				
Classwork, quizzes,	accuracy through	throughout				
tests.	(non-graded) pre-	the				
	assessment	semester				
	/formative	with				
	assessment prior to	quarterly				
	being summatively	reports that				
	assessed. The final	coincide				
	average of all	with				
	summative	Marking				
	assessments only will	Period				
	count as the marking	Reporting.				
	-					
	summative					
	assessments may					
	include: tests,					
	projects, and					
	presentations.					
	Objective Criteria 85% Accuracy on Classwork, quizzes,	85% Accuracy on Classwork, quizzes, tests. Com-graded) pre- assessment /formative assessment prior to being summatively assessed. The final average of all summative assessments only will count as the marking period grade. Example of summative assessments may include: tests,				

Gifted IEP 8/14/2009 Page 4 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration
Acceleration	January 3, 2013	Daily	General Education classroom	December 2013
Direct instruction on third grade level concepts that have not been mastered.	January 3, 2013	As needed based on pre- assessment of unit skills	Math coach's room, general education classroom, gifted support classroom	End of current school year
Compacted Curriculum with enrichment during earned compaction time and described in an independent learning contract	Beginning of May or whenever she demonstrates mastery of third grade content	Daily	Math coach or Gifted Support classroom	June 2013
Enrichment as demonstrated by alternative and authentic problem solving activities with multiple solutions related to grade 3 concepts concepts (ie. Math interactive websites, Khan Academy, Problem Based Learning Tasks, NCTM Sample lessons, and/or Teacher created tasks that qualify as Webb Level 3 or 4, etc.)	Coinciding with earned Compaction time in place of direct instruction and acceleration	As often as determined by an independent learning contract approved prior to the start of the unit compaction activities	General education classroom, library, Gifted support classroom	All year

II. GOALS AND OUTCOMES: (Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).

D. ANNUAL GOAL

Given fourth grade level math standards, Sally will demonstrate computation skills and application of concepts to an advanced level or 85% or better accuracy.

Gifted IEP 8/14/2009 Page 5 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

Short Term Learning Outcomes						
Short Term Objective	Objective Criteria	Assessment Procedures	Timeline			
*Given the concepts of	85% Accuracy on	Demonstrate	Ongoing			
Operation and Algebraic	Classwork, quizzes,	accuracy through	throughout			
Thinking, Sally will apply	tests.	(non-graded)	the			
mathematical processes to		formative assessment	semester			
demonstrate understanding.		prior to being	with			
		summatively	quarterly			
*Given the concepts of		assessed. The final	reports that			
Numbers and Operations		average of all	coincide			
(Base ten and fractions),		summative	with			
Sally will apply		assessments will	Marking			
1 2 2		count as the marking	Period			
mathematical processes to demonstrate understanding.		period grade.	Reporting.			
		Example of				
*Given the concepts of		summative				
Measurement and Data		assessments may				
Sally will apply		include: tests,				
mathematical processes to		projects, and				
demonstrate understanding.		presentations.				
*Given the concepts of		presentations				
Geometry, Sally will apply						
mathematical processes to						
demonstrate understanding.						

^{*}Some STLO's may not be addressed as of December 2013, this is dependent upon the scope and sequence of skills in the fourth grade curriculum. Sally could also move beyond what is part of the normal course order in fourth grade if she demonstrates early mastery of skills.

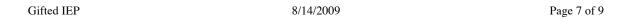
F. Specially Designed Instruction (Include this information for each annual goal)

SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration
Acceleration	Beginning of 2013-2014 school year	Daily	General Education classroom	December 2013
Compacted Curriculum with enrichment during earned compaction time and described in an independent learning contract	Beginning of 2013-2014 school year	When 85% mastery on preassessments is demonstrated and as outlined in the learning contract.	General Education classroom	December 2013
Enrichment as demonstrated by alternative and authentic problem solving activities with multiple	Coinciding with earned Compaction time in place of direct	As often as determined by an independent learning contract approved prior to	General education classroom, Math Coach	December 2013

Gifted IEP 8/14/2009 Page 6 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

instruction and	the start of the	classroom,	
acceleration	unit compaction	Gifted	
	activities	support	
		classroom	
	acceleration	1	activities support



Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

II. GOALS AND OUTCOMES: (Use as many copies of these pages or sections of these pages as

needed to plan appropriately for the student).

A. ANNUAL GOAL

Given 2nd grade level literacy standards, Sally will acquire vocabulary and use it appropriately in writing and speaking assignments at an accuracy of 90% or better.

B. Short Term Learning Outcomes

Short Term Objective	Objective	Assessment Procedures	Timeline
	Criteria		
*Determine or clarify the	90% Accuracy	Demonstrate accuracy	January 2013-
meaning of unknown and	on Classwork,	through (non-graded)	June 2013
multiple meaning words	quizzes, tests,	formative assessment	
and phrases based on	and any other	prior to being	
grade three or higher	assignments.	summatively assessed.	
reading and content	(writing and	The final average of all	
choosing from an array of	speaking)	summative assessments	
strategies.		will count as the marking	
*Demonstrate		period grade.	
understanding of word		Example of summative	
relationships and nuances		assessments may include:	
in word meanings.		tests, projects, and	
		presentations.	

^{*}Team will need to reevaluate her mastery level of vocabulary at the end of 2^{nd} grade to determine placement and vocabulary goals for grade 3.

II. Specially Designed Instruction (Include this information for each annual goal)

SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration
Alternative texts and vocabulary	January 2013	As often as	General	January
lists appropriate to instructional		general	Education	2013-June
levels (Tier II and Tier III words)		education	Classroom	2013
		students	and Gifted	
		are	Support	
		assigned	Classroom	
		vocabulary		
		lists		
Application of vocabulary through	January 2013	Daily	General	January
a variety of enrichment tasks			Education	2013-June
(teacher and/or student generated)			Classroom	2013
			and	
			Gifted	
			Support	
			Classroom	
Instructional support and	January 2013	Once per	Gifted	January
reinforcement for vocabulary		cycle	Support	2013-June

Gifted IEP 8/14/2009 Page 8 of 9

Child's Name: Sally (in December of second grade) planning for Second Half of 2^{nd} Grade and first half of 3^{rd} .

acquisition		Classroom	2013	
				1

III. Support Services

Support Service	Projected	Anticipated	Location	Anticipated	Service
	Date for Initiation	Frequency		Duration	Provider
Collaboration for planning purposes between gifted support general education teacher, math coach and reading specialist to support the plans in the GIEP	January 2013.	Minimum of once per week/cycle	General education classroom	The equivalent of one planning period per week/cycle for entire school year	School District
Securing of above grade level reading resources	Prior to task assignment in class	As determined through collaboration planning meeting.	General education, Gifted support classroom, and/or library	On going	Gifted Support Teacher, Librarian, General Education teacher, and Reading Specialist
Monitoring and record keeping to document 3 ^d grade level math progress	January 2013	Minimum of bi-weekly documentation	Gifted support teacher	January 2013-June 2013	Gifted support teacher
Access to a guidance counselor and gifted support teacher to provide assistance with issues that may arise from acceleration in math	January 2013	As needed	Guidance office, gifted support classroom	On going	Guidance counselor and gifted support teacher

Gifted IEP 8/14/2009 Page 9 of 9