

GIFTED INDIVIDUALIZED EDUCATION PLAN

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

Ms. Principal	School District Representative (Chairperson)**	

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

** 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.

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.

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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.

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

B. Short Term Learning Outcomes

Short Term Objective	Objective Criteria	Assessment Procedures	Timeline
Given the concepts of Operation and Algebraic Thinking, Sally will apply mathematical processes to demonstrate understanding.	85% Accuracy on Classwork, quizzes, tests.	Demonstrate accuracy through (non-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, projects, and presentations.	Ongoing throughout the semester with quarterly reports that coincide with Marking Period Reporting.
Given the concepts of Numbers and Operations (Base ten and fractions), Sally will apply mathematical processes to demonstrate understanding.			
Given the concepts of Measurement and Data Sally will apply mathematical processes to demonstrate understanding.			
Given the concepts of Geometry, Sally will apply mathematical processes to demonstrate understanding.			

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

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E. Short Term Learning Outcomes

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

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solutions related to grade 3 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.)	instruction and acceleration	the start of the unit compaction activities	classroom, Gifted support classroom	
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SAMPLE

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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 Criteria	Assessment Procedures	Timeline
*Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade three or higher reading and content choosing from an array of strategies.	90% Accuracy on Classwork, quizzes, tests, and any other assignments. (writing and speaking)	Demonstrate accuracy through (non-graded) formative assessment prior to being summatively assessed. The final average of all summative assessments will count as the marking period grade. Example of summative assessments may include: tests, projects, and presentations.	January 2013-June 2013
*Demonstrate understanding of word relationships and nuances in word meanings.			
<i>*Team will need to reevaluate her mastery level of vocabulary at the end of 2nd grade to determine placement and vocabulary goals for grade 3.</i>			

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

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acquisition			Classroom	2013
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III. Support Services

Support Service	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration	Service 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