



Dallas Center – Grimes Community School District

K-12 Extended Learning Program (ELP)

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12.5(12) *Provisions for gifted and talented students.* Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

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Dallas Center-Grimes Schools District Mission and Vision

Vision: *Developing Talent, Maximizing Learning, and Promoting Positive Adjustment for Gifted Students*

Mission Statement:

The Extended Learning Program (ELP) at Dallas Center - Grimes Community School District will empower and challenge highly able students by:

- Advocating for the gifted and talented student;
- Providing accelerated and enriched learning experiences in various ways, including but not limited to: accelerated instruction, differentiated instruction, grade-skipping, curriculum compacting, independent study, and community mentoring;
- Identifying and nurturing the talents in the Academic, Fine Arts, Creative, or Leadership areas;
- Providing ongoing identification procedures that are systematic and uniform according to Iowa law, and may include recommendations by parents, teachers, as well as the students themselves;
- Including counseling services to develop personal, college, and career goals;
- Fulfilling the overall goal of advancing and challenging each talented and gifted student.

The Dallas Center-Grimes district Extended Learning Program believes in and supports the mission of the entire school district to develop positive, productive, and responsible citizens who are independent thinkers, value themselves and others, and have the knowledge, skills, and desire to be lifelong learners.

The Extended Learning Program sets high expectations for all and provides the resources needed for every student to excel. Students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, leadership, or in specific academic fields are recognized as talented and gifted learners. The DC-G ELP program is a coordinated and comprehensive structure of informal and formal services intended to effectively nurture gifted learners.

Belief Statements

- Effective extended learning programming is a collaborative effort.
- Administrators, classroom teachers, ELP teachers, counselors, support staff, parents, and students are all stakeholders in the program. Ongoing professional development is essential.
- Homogeneous small groups are beneficial academically for all abilities.

- Gifted learners are within all cultural and socio-economic groups.
- Gifted learners require differentiated curriculum and instruction in addition to a curriculum of services.

Long Range Goal:

All children have the right to learn everyday in every classroom. The Dallas Center-Grimes Community School district will develop an education program for gifted students that take into account their unique intellectual abilities and challenge them to be their very best. Extended educational provisions for gifted students are a logical and essential part of any total school program. The implementation of the Extended Learning Program is a "shared responsibility" in the district.

The Extended Learning Team has set the following program goals:

1. Proper identification through multiple assessments, including district-wide assessments, to identify gifted and talented learners and their unique needs.
2. Ongoing communication, cooperation, and collaboration among the professional staff and between the school and home to ensure an appropriate and effective education for each gifted student.
3. Development and delivery of a full continuum of services to match the unique needs of gifted learners.

The following elements described below detail Dallas Center-Grimes' Extended Learning Program's goals.

A. ELP Identification Procedures

The Extended Learning Program utilizes several data sources for all students to determine a need for ELP services. Sources include multiple district-wide assessments used for screening; teacher, student, and parent inventories; work samples; and classroom assessments.

Kindergarten to 3rd Grade Identification Process:

Identified students in kindergarten through third grade participate in structured learning opportunities provided by the ELP program in all elementary schools. The program serves students who are identified as possessing *above average* ability, creativity, task commitment in academics, creative/critical thinking, and problem solving skills. The ELP teachers uses district Benchmarking Reading Assessment Cut Points, Kingore Observation Inventory (KOI), SAGES-2, teacher inventory, student inventory, and parent inventory to identify students for the ELP program.

Assessments at Each Grade:

Grade/Assessment	K	1	2	3
Assessments:	Kingore Observation Inventory (fall)	SAGES-2 (fall)	SAGES-2 (move-ins)	CogAt (fall)
	Reading Benchmarking (2 grade levels above)			
				IA Assessments (Spring)
Inventories:	Student Inventory	Student Inventory	Student Inventory	Student Inventory
	Parent Inventory	Parent Inventory	Parent Inventory	Parent Inventory
	Teacher Inventory	Teacher Inventory	Slocumb Payne Teacher Inventory	Student Inventory

*Yellow indicates all students are assessed.

**Orange indicates assessments that are given once students are identified to go to the committee for review.

Kingore Observation Inventory

All kindergarten students will participate in several Kingore lessons across the fall semester. The ELP teacher and classroom teacher will observe students during this time and score students on the Kingore Observation Inventory (KOI). The KOI is used to observe students' response patterns to look for over time;

- Recognize specific, observable characteristics of giftedness and high aptitude in the general population as well as in low-income, linguistically different, and culturally different populations.
- Experience the different ways students manifest giftedness in similar learning environments.
- Explore hundreds of effective learning experiences and techniques that integrate into curriculum to support and nurture talents.
- Provide an ongoing series of differentiated learning opportunities to all students that elicit advanced potentials; and
- Implement standards for observations and student products that document teachers' insights about their students to other educators.

This process helps to immediately initiate appropriate differentiation in the classroom for students whose learning responses exceed the expectations of the core curriculum.

Students who score at an advanced level of the KOI may be pulled for small group instruction with the ELP teacher during the second semester of kindergarten and may go to the ELP committee for further identification and need for a personalized education plan (PEP). Additional assessments may also be conducted at this time including the parent, student, and teacher inventories and or other assessments listed above in the next grade level to help further determine potential student needs.

SAGES-2

SAGES-2 stands for Screening Assessment for Gifted Elementary Students-Second Edition. The ELP teacher will administer the 3-day test to all 1st and 2nd graders at the beginning of the school year to assess their reasoning ability and general knowledge. It consists of 3 sub-tests. The first two tests give a sampling of achievement in Math/Science and Language Arts/Social Studies. The third subtest, Reasoning, samples aptitude or problem solving. The Reasoning subtest was designed to estimate a student's capacity to learn the kinds of information necessary to achieve in the ELP program. Students who perform at or above the scores below in all areas will be brought to the ELP committee for further review and considered for the ELP programming. Those scores are kept and reviewed in 3rd Grade along with Teacher Inventory, Parent Inventory, Reading Assessment Cut Points and work samples.

SAGES-2 Cut Points

Level	Score	Test
	14	Math/Science
	14	Language Arts/Social Studies
	18	Reasoning

Fountas/Pinnell Reading Assessment Cut Points

	Level
Kindergarten	K
1st	N
2nd	Q
3rd	T

All students K-3 are also reviewed for ELP services using benchmark reading scores that are 2 years above level or higher and work samples that indicate the student would require

extended learning opportunities beyond differentiation in the classroom. For all grade levels, a letter to the parents will be sent home at the beginning of the year to invite students who demonstrate a need for extended learning program.

CogAt

The Cognitive Abilities Test (CogAT) is administered during the fall of 3rd grade. The CogAt is a group administered test that is used to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The three batteries of tests are given across multiple days and each battery takes around 45-50 minutes to administer. Students who score a stanine of 9 across multiple tests will be considered by the ELP committee for extended learning program services.

Slocumb Payne Inventory

The Slocumb Payne Teacher Inventory is administered in 2nd grade for all students. Classroom teachers will complete this 19 question inventory for each student during the fall semester after at least 9 weeks of instruction. This inventory is used to rate the teachers perceptions of students including both positive and negative attributes of the gifted, allowing the teacher to rate the attributes that more closely describe the student's learning behaviors. This inventory is used to help identify underidentified and underserved populations (low SES, English language learners, and students with disabilities). Students who are rated consistently with 4's across the majority of questions (obtaining scores above 65) will be reviewed by the ELP committee for extended learning program services.

K-3 Services

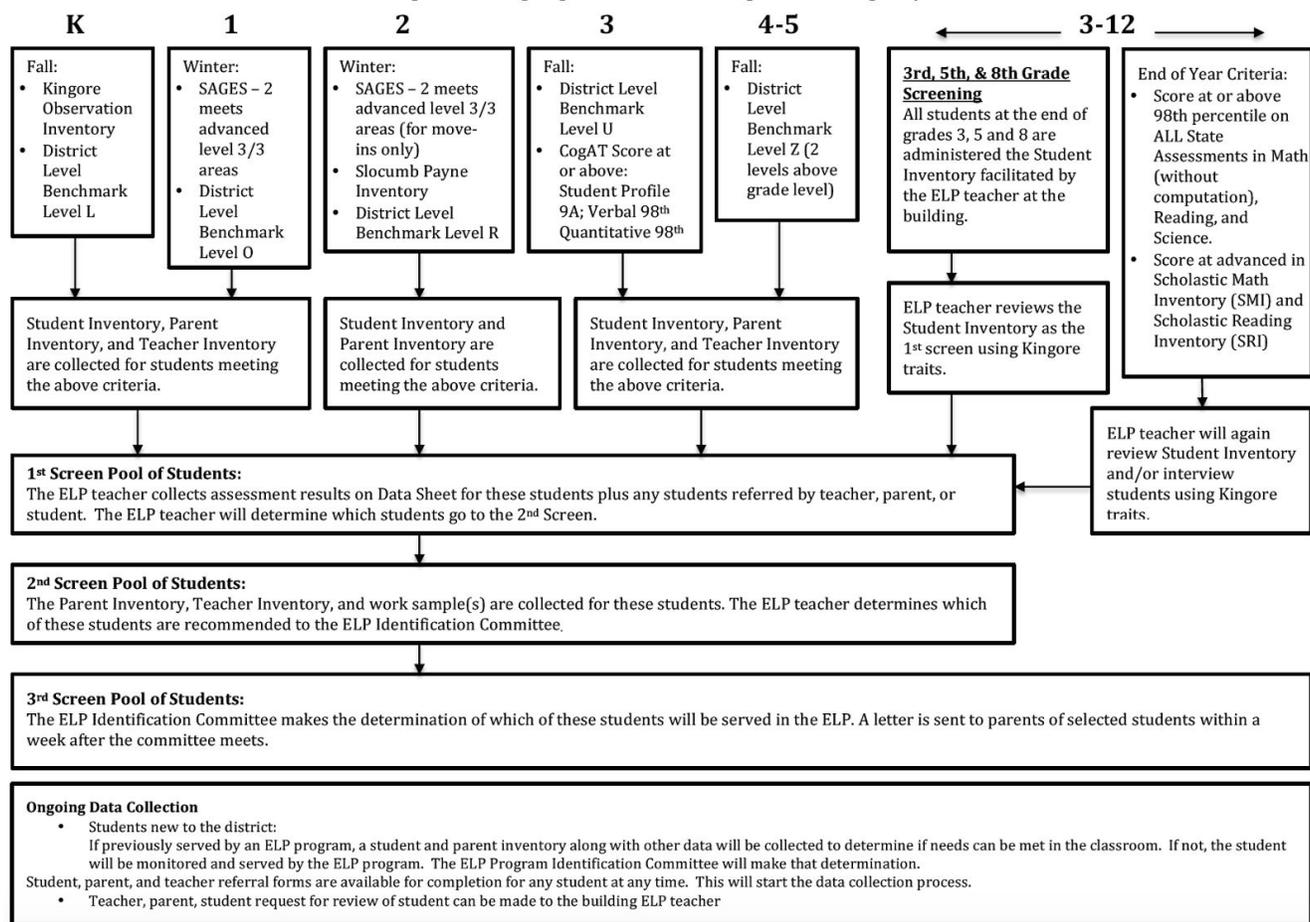
Students who are identified by the ELP committee as in need of extended learning programming and a personalized education plan (PEP) will receive services. Services may include small group lessons, consultative services with the ELP teacher and classroom teacher, push-in services with the ELP teacher providing differentiation and direct support in the classroom, and continued monitoring of student progress.

At the end of the year, an evaluation written by the ELP teacher of the ELP student's work is sent home to the parents.

K-12 Snapshot of ELP Identification:

Dallas Center-Grimes Extended Learning Program Identification Process

Fall reviews start in kindergarten, and are done in grades K-12. Students are reviewed every 2 years once identified. Whole grade screening for grades K-12 occurs during 3rd, 5th, and 8th grade years.



Identification for Grades 4-12:

Dallas Center-Grimes School District uses the Extended Learning Program *Identification Process* for students in grades 4-12. The process is designed to determine top-performing students and helps pinpoint a small percentage of students who clearly need more than the differentiation opportunities provided in the grade-level classroom.

Each spring, the ELP Committee, including ELP teachers and the Director of Student Services will review components of the whole-grade screening at the end of grades 3rd, 5th, and 8th. The screening process will identify any student whose needs are not being met through classroom programming alone. The screening is based on data collected through standardized tests, district assessment scores, work samples, observations, as well as student, teacher, and parent inventories (see table above).

The ELP Committee will identify students in need of general intellectual Personal Education Plan (PEP) programming and make recommendations to the building ELP teacher for needed

services. The PEP is for students that need services in multiple academic areas. Families of the students will be notified that their student is eligible for the next year’s ELP services.

At the beginning of the school year, the ELP teacher will interview the students who will have a PEP (Personal Education Plan). In the fall, new students to the district and newly recommended students will be brought to the ELP committee for evaluation and identification.

ELP Program Supports Summary:

The ELP Program supports the district mission and vision by effectively identifying the 5-8% of the student population, with the use of multiple assessments, whose needs indicate programming beyond the differentiation provided in the classroom. The program provides a continuum of support including both small group instruction and differentiation in the classroom in conjunction with social/emotional support for students, and providing teachers with resources to support extension of the core curriculum and acceleration plans when appropriate.

Programming Environment: ELP programming and services occur during the school day and are provided in both pull-out and collaborative settings. Many, but not all, services are coordinated by the ELP teacher and carried out in the classroom by general education teachers. Other services are provided directly by the ELP teacher.

Identification Rates for 2017-18:

Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
ID = N	NA*	2	8	6	16	31	26	18	22	18	16	17	11

*Kindergarten is currently being assessed and new identification procedures mentioned above are being used K-5.

B. Goals and Summary of Performance Measures

The Extended Learning Team has set the following program goals:

1. Proper identification through multiple assessments, including district-wide assessments, to identify gifted and talented learners and their unique needs.
2. Ongoing communication, cooperation, and collaboration among the professional staff and between the school and home to ensure an appropriate and effective education for each gifted student.
3. Development and delivery of a full continuum of services to match the unique needs of gifted learners.

Performance Measures:

Several measures are used to reflect on the progress towards our goals. Dallas Center-Grimes utilizes a protocol to review identification of students who need extended learning opportunities (Appendix B). ELP teachers review the number of students identified, demographics of students identified, and reflect on service provision at each grade level. The ELP teachers along with the other teaching staff also reviews and reflects on results from various district-wide assessments to determine progress of advanced learners through data displays in Tableau and through common formative and summative assessments. The ELP PLC meets several times a semester to review program goals and ensure ongoing communication, cooperation, and collaboration among the professional staff and between the school and home to ensure an appropriate and effective education for each gifted student.

ELP Goal 1: Proper identification through multiple assessments, including district-wide assessments, to identify gifted and talented learners and their unique needs.

There are several data sources during the screening process to identify students who need extended learning opportunities in grades 4-12.

Performance Measure	Data Provided	Responsible for Data Collection
Iowa Assessments/State testing (all) - given yearly in Grade 3 through 11	Standard scores, percentile ranks, expected growth on the Iowa Assessments Growth Chart	ELP Teacher
Cognitive Abilities Test (CogAT) 3rd Grade	Verbal, Non-verbal, Quantitative Subtests, and Composite stanine scores	ELP Teacher
Scholastic Math Inventory - SMI	Adaptive test, standard scores, percentile ranks	Classroom Teacher
Scholastic Reading Inventory - SRI	Adaptive test, standard scores, percentile ranks	Classroom Teacher
Formative/Summative Assessments (All Grades)	Consistently proficient prior to instruction or with small amounts of instruction or differentiation is not meeting needs	Classroom Teacher PLC Group
Fountas and Pinnell	Comprehensions, fluency,	Classroom Teacher

(Elementary)	accuracy benchmarking assessment	PLC Group
Kingore Observation Inventory (Kindergarten)	Observable characteristics of giftedness and high aptitude	ELP Teacher Classroom Teacher
SAGES-2 (Elementary)	Math, Science, Language, Social Students, Reasoning skills	ELP Teacher
Slocumb Payne Teacher Inventory (2nd and 5th grade)	Positive and negative attributes of gifted learners, used to identify underidentified groups	Classroom Teacher
Work Samples (All Grades)	Advanced understanding of concepts, skills, ability, work is above and beyond peers	Classroom Teacher PLC Group
Work Habits/Observations (All Grades)	Observed as dedicated, signs of perfectionism, knowledge and skills above and beyond peers, may be underachieving because differentiation is not meeting needs	Classroom Teacher PLC Group
Social Skills Teacher Report (All Grades)	May show signs of isolation, awkwardness, underachievement, and/or exceptional leadership	Classroom Teacher PLC Group Parent
Kingore Traits (All Grades)	Checklist includes high achiever, gifted learner, and creative thinker characteristics	ELP Teacher
Parent Screening Inventory (All Grades)	Characteristics of high achievement, knowledge, skills, and creativity	ELP Teacher Parent
Student Screening Inventory (All Grades)	Characteristics of high achievement, knowledge, skills, and creativity	ELP Teacher Student
Teacher Screening Inventory (All Grades)	Characteristics of high achievement, knowledge,	ELP Teacher Classroom Teacher

	skills, and creativity	
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C. Differentiated ELP Program to Meet the Students’ Cognitive and Affective Needs

ELP Goal 2: Ongoing communication, cooperation, and collaboration among the professional staff and between the school and home to ensure an appropriate and effective education for each gifted student.

Involvement of All School Personnel

All school personnel are expected to provide support and assistance for all students, including those identified as being extended learning eligible. Plans for providing and improving services for extended learning students should reflect efforts by all staff in a comprehensive effort.

- ELP teachers will be scheduled to meet with grade level team as well as core content teachers on a regular basis.
- ELP students will be achievement grouped together into classes when group differentiation is needed. This will allow for more development among the ELP students to push each other to greater levels.
- All efforts will be made to schedule ELP teachers’ time so that they will have the opportunity to provide push-in services with general education teachers when needed.
- Teachers may recommend students by completing a Teacher Inventory.

Strategies for Engaging Parents

There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. The research identifies two key findings regarding parent engagement that support student learning:

- Respectful two-way communications which engage parents as partners in their child’s learning have an impact on student achievement.
- Programs and interventions that engage families in supporting their children’s learning at home are linked to higher education.

These are examples of engaging parents in ELP at DCG.

- The K-12 ELP staff presents information to SIAC (School Improvement Advisory Committee) about the mission statement, ID process, and examples of units of study for Grades K-12.

- Parents are part of the ELP ID Process. Parents complete a Parent Inventory online as part of the process.
- Parents of Elementary ELP students receive evaluations of the students' work at the end of each unit of study.
- PEP students that are new to the building and/or program are interviewed by the ELP building teacher at the beginning of the school year. This information is shared with parents, classroom teacher, and principal. The information will also be put into the student's PEP.

ELP Goal 3: Development and delivery of a full continuum of services to match the unique needs of gifted learners.

Continuum of Learning Options for ELP Eligible Learners

Dallas Center-Grimes provides the following continuum of supports to help meet the needs of ELP learners. These options can be varied from grade to grade and from individual to individual.

Instructional Management Options

Individualization Options
Differentiation
Pre-assessment of student's mastery of regular curriculum in order to provide appropriately differentiated educational experiences.
Testing Out
Provision of testing programs whereby the learner, after successful completion of a test, will be offered a specified number of course credits or be placed in a more advanced course level.
Independent Study
Structured projects agreed on by learner and supervising teacher that allow student to individually investigate an area of high interest or to advance knowledge.
Nongraded/Multiage Classes
Placing learners in a classroom without regard to age or grade and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels.
Multigrade/Combination Classes
Placing learners in a two-grade classroom (e.g., Grades 1-2) and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels.
Community Mentoring
Placement of gifted learner with an expert or professional for exploring or advancing a specific interest or proficiency that cannot be provided in the regular setting.
Grouping by Ability or Performance Options

<p style="text-align: center;">Grade Level Achievement Grouping</p> <p>Identify and place top high-ability learners in the same grade level in one class where differentiation of the curriculum is implemented.</p>
<p style="text-align: center;">Special Programs and Classes</p> <p>Gifted learners spend all academic learning time with other gifted learners.</p>
<p style="text-align: center;">Pull-Out Programs</p> <p>Identified high ability/gifted learners from the same grade level and are pulled-out from a regular classroom or study hall for a specified period of time each day or week to work with a specialist in gifted education curriculum.</p>
<p style="text-align: center;">Push-In Programs</p> <p>Identified high ability/gifted learners from the same grade level will be achievement grouped together according to the School-wide Cluster Grouping Model (SCGM). The ELP teacher will co-teach with the general education teacher.</p>
<p style="text-align: center;">Regrouped Advanced/Honors/Accelerated Classes for Specific Subjects</p> <p>Sorting students by their current performance level in a specific subject area for a curriculum that is appropriately differentiated.</p>
<p style="text-align: center;">Within-Class Performance Grouping</p> <p>Sorting of students by interest or aptitude within one classroom for the provision of differentiated learning.</p>
<p style="text-align: center;">Cross-Graded Classes</p> <p>Grouping children by their achievement level in a subject area rather than by grade or age level.</p>
<p>Acceleration Options</p>
<p style="text-align: center;">Grade Skipping</p> <p>Double promoting a student such that he or she bypasses one or more grade levels.</p>
<p style="text-align: center;">Grade Telescoping</p> <p>Shortening the time to progress through a school level, such as junior or senior high, by one year while still covering all the curriculum.</p>
<p style="text-align: center;">Early Admission to College</p> <p>Permitting a gifted learner to enter college as a part-time student without completion of a high school diploma.</p>
<p style="text-align: center;">Concurrent</p> <p>Allowing students to attend classes in more than one building level during the same school year.</p>
<p style="text-align: center;">Dual Enrollment</p> <p>Allow students to be taught by teachers at the high school who are also qualified to teach at the college level. Course taken qualifies for both high school and college credit.</p>
<p style="text-align: center;">Advanced Placement</p> <p>Provision of course with college-level content at the secondary school level, affording student the opportunity to “test out” of or be given college credit for its completion.</p>

Subject Acceleration

Allowing a gifted learner to bypass, skip, or move more rapidly through the usual progression of skills and content mastery in a single subject area.

Instructional Delivery Options

Teaching to G/T Learner Preferences

Independent Projects Individually or With One Like-Ability Peer

Opportunity for student(s) to pursue a topic of interest with more depth and complexity than provided in the regular classroom.

Self-Instructional Materials/Programmed Instruction

Developed learning package that teaches a subject, with periodic diagnostic testing to ensure comprehension; learner works at own pace through the package.

Conceptual Closure Discussions

High-level discussions of themes, concepts, issues, generalizations, and problems, rather than review of facts, terms, or details.

Simulations and Games With Embedded Individual Benchmarks

Using the game or simulation as a means for evaluating learner's current performance levels and to set performance outcomes for the student's next product or performance.

Hands-On Learning for New Learning Acquisition (only)

Learner engages in experiential task in which something new will be discovered or learned, not to review what was previously mastered.

Multimodal Lecture

Presenting a "burst" of concentrated information through visual and auditory modalities simultaneously.

Teaching to Qualitative Learning Differences

Pacing

Providing flexible presentation "speeds" according to depth and complexity of content presented. Often this means going more rapidly than the normal class pace.

Elimination of Excess Drill and Review

Once concept or skill is mastered, gifted learner reviews it no more than two to three times at spaced intervals.

Whole-to-Part Conceptual Teaching

Presenting a new concept or generalization in its entirety upfront, followed by time for analysis of its parts and reconstruction of its whole.

Depth of Content

Full elaboration of knowledge, concept, or skill as a whole for comprehension of its meaning and scope.

Opportunity for Reflection/Analysis

Structuring experiences so that gifted learner can understand the underlying significance of what has been presented or learned.
Daily Challenge in Specific Talent Area(s)
Gifted student is provided daily opportunity to learn something new and more advanced in specific subject area of talent.
Trained G/T Teachers
Teachers who have engaged in preservice, inservice, continuing education, or graduate coursework on nature and needs of gifted, curricular and instructional differentiation, and psychology of giftedness.

Curriculum Differentiation Options

Content Modifications
Abstract Content
Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
Complex Content
Providing multiple-step or detailed projects or tasks for advanced knowledge and skill acquisition.
Multidisciplinary Content
Providing theme-related content across more than one subject area simultaneously.
Study of People
Relating a topic of study to the famous people and human issues and social problems within that field.
Methods of Inquiry
Relating a topic of study to the methods and practices of people who work in that field.
Process Modifications
Higher-Order Thinking Skills—Training and Practice
Questioning in discussions or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical-thinking skills.
Open-Ended Thinking, Training, and Practice
Providing learners with tasks and work that do not have single right answers or outcomes. Timelines, sequence of activities to be accomplished, and outcomes may also vary depending on student needs.
Proof and Reasoning
Requiring students to cite their evidence to support ideas or concepts they generate.
Guided Discovery Learning/Problem-Based Learning/Shared Inquiry
Providing learners with a problem or question that they must explore, solve, or answer for themselves.
Value of Group Production
Structuring experiences so that gifted learner discovers the product or performance of the group is inherently better than what could have been done individually.
Product Modifications

Systematic, Corrective Feedback

Consistent, regular evaluations of student's products, performance, and knowledge acquisition for both corrective and reinforcement purposes.

Individual Benchmark Setting

Working with an individual student to set performance outcomes for the student's next product or performance.

Appropriate Instruction of Affective Needs:

The Dallas Center-Grimes ELP Program services include meeting the social and emotional needs of students. Some programs offered may include:

- Lunch and Learns
- Collaboration with Counselors
- Referral to the Student Assistance Program and on-site counselor
- Referral to the Employee Family Resource Program
- Outside speakers to talk to students

These are the affective needs that are addressed with students:

- How to listen to others
- How to accept others' opinions and knowledge of a subject
- How to work in a cooperative setting
- Employability skills
- Perfectionism
- Handling frustrations
- Handling failure
- How to talk to an adult
- How to be a self-advocate
- Self-confidence/self-esteem
- Parent training
- Teacher training
- Asynchronous development
- Heightened sensitivity
- College and career planning

Provisions for Monitoring Behavioral, Social, and Academic Improvements

A monitoring system is implemented to allow for the constant review of student performance. This ensures that students' needs are being met in a proactive manner.

**The Dallas Center-Grimes School District recognizes the following
as options for acceleration:**

Definition of Acceleration:

Acceleration is progress through an educational program at rates faster, or at ages younger, than conventional, based on readiness and motivation.

Option 1: Content-based acceleration:

This provides students with advanced content, skills, or understandings before the expected age or grade level. In this option, students typically remain with peers of the same age and grade. Content-based acceleration can also refer to allowing a student to work on higher-grade level instruction in the regular classroom in lieu of grade-level instruction.

Single-subject acceleration

- Curriculum compacting
- Concurrent/dual enrollment
- Web based individual courses
- Credit by examination or prior experience
- Mentoring
- Extracurricular programs
- Advanced Placement Classes
- Central Academy

Option 2: Grade-based acceleration:

This type of acceleration typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed on a full-time basis in a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system (Rogers, 2004; Southern & Jones, 2004).

Forms of grade-based acceleration

- Early admission to Kindergarten
- Early admission to first grade
- Whole-grade acceleration
- Independent study
- Telescoping curriculum
- Early entrance into middle school, high school, or college
- Dual Enrollment (College and High School)
- Early graduation

Decisions about the appropriateness of acceleration and the extent of acceleration for a given student will be made based on the Dallas Center-Grimes Community School District Acceleration Process explained below.

District Acceleration Process

Established Acceleration Patterns: Dallas Center-Grimes has some established patterns of acceleration. The procedures for these repeated types of acceleration in the educational program are established by the district. For example, Middle School Math.

Individual Case Accelerations: An initial referral for acceleration may be made by the student, classroom teacher, parent/guardian, any other educator that works with the student (e.g., music, physical education, art, etc.), or the Extended Learning Program (ELP) teacher/facilitator. The ELP teacher starts the Student Assistance Team (SAT) referral form.

Step 1: The ELP teacher meets with the SAT. SAT members will include representation from the ELP Administrator and current and future grade level ELP teachers, administrators, and deans, as well as input that will be provided by content area teachers, based upon the needs of the student. The SAT will review the student's assessment data and other student information, and if needed, develop an assessment plan to gain more detailed information on the student's abilities and needs.

Assessments and data may include:

- Paper-pencil assessments (may include out of level Iowa Assessments, ACT, SAT, current grade/course level end of year assessment, next grade/course level end of year assessment, aptitude tests, ability tests, etc.)
- Early ACT testing through the Belin Blank Center (starting in 7th grade)
- Iowa Acceleration Scale
- Interviews of student, parents, teachers, and other school personnel
- Teacher observation data
- Other assessments as needed
- Individual student motivation

Step 2: The ELP teacher/classroom teacher will meet (face to face or by phone) with the student and/or parents to:

- Discuss the student's strengths, history, needs and concerns (See SAT Form)
- Review the assessment plan/data
- Offer possible acceleration option or schedule a meeting to discuss possible acceleration options (Steps 3 & 4)
- Determine if the parent/guardian and student supports moving to the next step
- Invite the parents to consult with other experts for an opinion regarding acceleration (e.g., family doctor, pediatrician, tutor, etc.)

- If acceleration option is acceptable, then ELP teacher completes the SAT process and develops/updates the student's Personal Education Plan (PEP)

Step 3: The ELP teacher will coordinate the completion of the assessment plan and compile all appropriate data using the Student Assistance Team (SAT) referral form and the Iowa Acceleration Scale.

Step 4: The ELP teacher will schedule a SAT meeting to determine the appropriate acceleration, if any, for the student. If needed, an acceleration plan will be developed for the student with progress monitoring dates to determine the appropriateness of the acceleration option chosen.

Additional Acceleration Option Explanations

Dallas Center-Grimes recognizes the following as additional ways to accelerate learning:

Curriculum compacting

The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The determination of activities and goals should be based on pre-instructional assessment (such as using a unit test as a pre-test).

Concurrent/dual enrollment

The student takes a course at one level and receives credit at a higher level (e.g., taking algebra at the middle school level and receiving credit at both the middle school and the high school level or taking a high school chemistry course that is of college-level difficulty and receiving credit for a university course upon successful completion).

Web based Individual courses

The student enrolls in coursework delivered through the internet. Examples are Apex and online college courses.

Credit by examination or prior experience

The student is awarded advanced standing (e.g., in high school or college) by successfully completing some form of mastery test or activity.

Mentoring

A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction.

Extracurricular programs

Students elect to enroll in coursework or after school or summer programs that confer advanced instruction and/or credit.

Central Academy

Central Academy, located at Des Moines' Central Campus, is an educational program specifically designed for highly gifted and talented students. Students typically enter the Academy in 8th grade. The curriculum at Central Academy is compacted and accelerated. Students begin taking the rigorous Advanced Placement courses in 10th grade.

Whole-grade acceleration

A student is considered to have been whole-grade accelerated ("grade skipped") if he or she is given a grade-level placement ahead of chronological-age peers.

Whole-grade acceleration may be done at the beginning of or during the school year.

Independent Study Project:

A semester long independent study project is equivalent to one elective credit. The student will work on a topic of choice that has been approved by a TAG teacher for the semester. This option benefits students who have an interest or passion in an area that the curriculum does not cover. There will be a meeting each spring for prospective independent project students.

Telescoping curriculum

The student is provided instruction that entails less time than is normal (e. g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement.

Early entrance into middle school, high school, or college

The student is awarded an advanced level of instruction at least one year ahead of normal. This may be achieved with the employment of other accelerative techniques such as dual enrollment and credit by examination or by determination of college teachers and administrators.

Early graduation

The student graduates from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken

each year in high school or college, but it may also be accomplished through concurrent enrollment or extracurricular and correspondence coursework.

Advanced Placement Courses (AP Courses):

The student takes a college-level course (traditionally beginning in 10th grade) that could confer college credit upon successful completion of a standardized examination. For acceleration, this could be earlier in the school career than offered to the general student population. AP exams are given in early-mid May to students who have taken AP coursework. The tests are scored from a 1 (low) to a 5 (high), and many colleges will grant credit for a score of 3 or better.

The following AP courses are currently offered, either at the high school or online through Iowa Online AP Academy: AP Art Studio 2D, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Environmental Science, AP Government and Politics, AP Language and Composition, AP Physics 1, AP Physics II, AP Psychology, AP Spanish, AP Statistics, AP US History, and AP World History.

Counseling Services

ELP teachers are trained in meeting the social/emotional needs of students, in addition to being trained in educational planning and career education.

Online Courses:

Post-Secondary Enrollment Options Program (PSEOP):

DC-G High School provides the option Post-Secondary Enrollment. Under this program, high school students may enroll full- or part-time at an approved college or university. Courses may be taken for college credit, high school credit, or both.

D. ELP Professional Development

The Dallas Center-Grimes Community School District's professional development plan for the Extended Learning Program is intended to provide teachers, staff, and administrators with the knowledge, skills, and strategies that will help them provide extended learning opportunities to ELP students which provides both academic and affective support to provide meaningful and challenging learning experiences every day. The professional development is provided through multiple avenues. Professional development is provided during traditional professional development time to all teaching staff in a building and across the district. Professional development is also provided via professional websites and newsletters. ELP staff, and other teachers across the district, are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student including the annual ITAG

Conference in Des Moines. In addition, professional development takes place during PLC times when all K-12 ELP teachers meet together approximately six times per year.

Extended Learning Program Budget: Dallas Center-Grimes Community School District follows the state funding formula for the Extended Learning Program. This formula is based on certified enrollment. The state provides 75% of the budget, while the district funds the remaining 25%. An annual budget is prepared each year. A majority of DCG's Extended Learning Program budget is spent on staffing.

E. Extended Learning Program Staffing

Teaching Staff - (FTE= Full Time Employee)

- 1.5 FTE Elementary Extended Learning Program Teachers (2 Teachers across 4 buildings)
- .5 FTE Middle School Extended Learning Program Teacher
- .5 FTE 8-9 School Extended Learning Program Teacher
- .4 FTE High School Extended Learning Program Teacher

Administration Supporting ELP

- Director of Teaching and Learning
- Director of Student Services
- One building principal per school building

*DGG requires the K-12 Talented and Gifted endorsement for all Extended Learning Program teachers

F. Program Evaluation

The Dallas Center-Grimes ELP program analyzes data on participation rates and the number of students who participate in each extended learning program option each year along with both positive outcomes and areas of improvement (Appendix A). The ELP team reviews this data twice a year using a protocol to collect and organize the data (Appendix B). The team discusses the data and each teacher is responsible for reviewing the program outcomes and reflect to generate recommendations to improve the program for the following year. These results are shared with the School Improvement Advisory Committee (SIAC) team as well as with the school board yearly.

DCG is in the process of evaluating the K-3 identification process this year to accurately reflect students who are indeed in need of extended learning opportunities and identified as such in our student information system. **We will be implementing a self-audit with the**

assistance from the AEA to better define the criteria for identification for grades K-3.

In addition we hope to better adapt our service delivery to better meet the needs of talented and gifted students in these grade levels.

An example of an adaptation that was made to current ELP services in the program evaluation process includes the addition of Central Academy, IOAPA (Iowa Online Advanced Placement Academy), and online DMACC classes to the continuum of options for students needing extended learning opportunities at the high school level. These additions have occurred due to the extensive student interviews and planned acceleration that occur at the lower grades. The Iowa Acceleration Scale has been adapted for the High School to determine whether or not we need to offer something beyond the options at Dallas Center-Grimes on campus. Therefore, we now utilize Central Academy, IOAPA, and DMACC classes more frequently at the High School level.

Appendix A
DCG ELP District Summary Template

Grade Level	Total # of Students With PEP	Total Number of Students in Grade	% of Grade Levels Served
K-3rd Grade			
4th-5th Grade			
6th-7th Grade			
8th-9th Grade			
10th-12th Grade			
TOTAL			

Appendix B
Dallas Center Grimes Extended Learning Building Program Data Snapshot
Program Evaluation

South Prairie Elementary/ North Ridge Elementary

Extended Learning Opportunity	Date	Outcomes/Reflections
Kindergarten		
<i>Critical Thinking Skills</i>	Males: Females:	
<i>Vocabulary Development</i>	Males: Females:	
<i>Total # of students</i>		
<i>Other Data</i>	SPED ELL	
1st Grade		
<i>Science</i>	Males: Females:	
<i>Creative Writing</i>	Males: Females:	
<i>Math</i>	Males: Females:	
<i>Research</i>	Males: Females:	
<i>Total # of students</i>		
<i>Other Data</i>	ELL SPED	
2nd Grade		
<i>Science</i>	Males: Females:	

Creative Writing	Males: Females:	
Math	Males: Females:	
Research	Males: Females:	
Total # of students		
Other Data	ELL SPED	
3rd Grade		
Science	Males: Females:	
Creative Writing	Males: Females:	
Math	Males: Females:	
Research	Males: Females:	
Total # of students		
Other Data	ELL SPED	
4th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social	Males:	

Studies	Females:	
Total # of students		
Other Data	ELL SPED	
Dallas Center Elementary		
Extended Learning Opportunity	Date	Outcomes/Reflections
Kindergarten		
Critical Thinking Skills	Males: Females:	
Vocabulary Development	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
1st Grade		
Science	Males: Females:	
Creative Writing	Males: Females:	
Math	Males: Females:	
Research	Males: Females:	
Total # of Students		
Other Data	ELL SPED	

2nd Grade		
<i>Science</i>	Males: Females:	
<i>Creative Writing</i>	Males: Females:	
<i>Math</i>	Males: Females:	
<i>Research</i>	Males: Females:	
<i>Total # of Students</i>		
<i>Other Data</i>	ELL SPED	
3rd Grade		
<i>Science</i>	Males: Females;	
<i>Creative Writing</i>	Males: Females:	
<i>Math</i>	Males: Females:	
<i>Research</i>	Males: Females:	
<i>Total # of Students</i>		
<i>Other Data</i>	ELL SPED	
4th Grade		
<i>PEP</i>	Males: Females:	
<i>Science</i>	Males: Females:	

Language Arts	Males: Females:	
Math	Males: Females:	
Social Studies	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
5th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Science	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
Dallas Center Grimes Middle School		
Extended Learning Opportunity	Date	Outcomes/Reflections
6th Grade		
PEP	Males: Females:	

Science	Males: Females:	
Math	Males: Females:	
Language Arts	Males: Females:	
Social Studies	Males: Females:	
Co-Teach	Males: Females:	
Accelerate to 7th Grade Math	Males: Females:	
Accelerate to Algebra	Males: Females:	
Accelerate to Geometry	Males: Females:	
Lego League -	Males: Females:	
Geography Bee	Males: Females:	
Math Counts	Males: Females:	
Independent Study - ELP Fair	Males: Females:	
National History Day	Males: Females:	
Science Bowl	Males: Females:	
Tic Tac Toe Choice Board	Males: Females:	

<i>Mock Trial</i>	Males: Females:	
<i>Poetry Out Loud</i>	Males: Females:	
<i>Total # of Students</i>		
<i>Other Data</i>	ELL SPED	
<i>7th Grade</i>		
<i>PEP</i>	Males: Females:	
<i>Science</i>	Males: Females:	
<i>Math</i>	Males: Females:	
<i>Language Arts</i>	Males: Females:	
<i>Social Studies</i>	Males: Females:	
<i>Co-Teach</i>	Males: Females:	
<i>Accelerate to Algebra</i>	Males: Females:	
<i>Accelerate to Geometry</i>	Males: Females:	
<i>Mock Trial</i>	Males: Females:	
<i>Math Counts</i>	Males: Females:	
<i>Independent Study - ELP Fair</i>	Males: Females:	

National History Day	Males: Females:	
Science Bowl	Males: Females:	
Tic Tac Toe Choice Board	Males: Females:	
Lego League	Males: Females:	
Poetry Out Loud	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
Meadows		
Extended Learning Opportunity	Date	Outcomes/Reflections
8th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social Studies	Males: Females:	
Mock Trial	Males: Females:	

Math Counts	Males: Females:	
Lego League	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
9th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social Studies	Males: Females:	
Mock Trial	Males: Females:	
Independent Studies	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
High School		
Extended Learning Opportunity	Date	Outcomes/Reflections

10th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social Studies	Males: Females:	
Accelerated Single Subject	Males: Females:	
AP Classes	Males: Females:	
Independent Studies	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
11th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social	Males:	

Studies	Females:	
Accelerated Single Subject	Males: Females:	
AP Class	Males: Females:	
Independent Studies	Males: Females:	
Total # of Students		
Other Data	ELL SPED	
12th Grade		
PEP	Males: Females:	
Science	Males: Females:	
Language Arts	Males: Females:	
Math	Males: Females:	
Social Studies	Males: Females:	
Accelerated Single Subject	Males: Females:	
AP Class	Males: Females:	
Independent Studies	Males: Females:	
Total # of Students		

<i>Other Data</i>	ELL SPED	
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The following are organizations and websites are related to gifted education:

National Organizations

National Association for Gifted Children www.nagc.org

Gifted Child Quarterly, Official Journal of the National Association for Gifted Children, Gcq.sagepub.com.

NAGC GLBTQ Network, and advocacy section of the NAGC.

<http://www.nagc.org/get-involved/nagc-networks-and-special-interest-groups/special-interest-group-glbtc/glbtc-sig>

National Research Center on Gifted & Talented www.gifted.uconn.edu

State Organizations

Iowa Talented and Gifted Association <http://iowatag.org>

Other Organizations

The Belin Blank Center for Gifted Education and Talent Development

www.education.uiowa.edu/belinblank/

Hoagies Gifted Education

www.hoagiesgifted.org

SENG Supporting Emotional Needs of the Gifted

<http://www.sengifted.org>

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