

THE EDUCATIONAL PLAN

Purpose:

The purpose of this document is to provide information to individuals who are involved in the development and writing of education plans for students who are gifted.

Introduction:

Each child who is eligible for and needs gifted education will have an Educational Plan (EP). This plan describes the child and identifies what the school will do to give that child the help he or she needs.

The EP for each student includes the following information:

- A statement of the present levels of educational performance of the child
- A statement of goals, including measurable short-term instructional objectives
- A statement of the specific services to be provided to the child
- The frequency, intensity, and location of the services
- The projected date for initiation and anticipated duration of the services
- Appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved

The EP is a process, not just a form:

As a process, it is intended to:

- Build parent/school relationships
- Provide a forum for discussing student needs beyond the general curriculum
- Facilitating changes in instruction and classes
- Determining appropriate service options

As a form, an EP:

- Documents the decisions made by the committee
- Communicates decisions to teachers and others who work with the child
- Provides a blueprint of how the student's individual needs will be met.

Development of the EP

The EP is developed by a team that may include:

- Parents and other family members, advocates, or individuals who provide support to the parents
- The student

- Local Education Agency (LEA) Representative: The LEA representative provides information about the district's resources available to assist the student in receiving an appropriate education. The principal, assistant principal, or ESE Specialist usually serves in this role
- Teacher (s): This includes a gifted education teacher and a general education teacher if the student participates in general education classes
- Evaluation specialist: a person knowledgeable about assessment procedures used with the student (e.g., school psychologist). This person may or may not be present at every EP review.
- Any person who can provide relevant information

Types of EP meetings

There are three types of EP meetings:

Initial EP: a part of the eligibility and placement process requires that an evaluation specialist attend, along with the LEA representative, parent, and teacher (s). The initial EP serves as the basis for the service option selected and must be written before any gifted services are received. Parent consent is required before an initial placement is implemented.

Annual/Biannual Review: must occur on or before the anniversary date of the current EP. Teachers and an LEA representative in concert with the parent develop the EP.

Interim Review: called by parents or school staff anytime during the EP period to review and/or revise the EP, or to discuss concerns. Please be advised that in Easy IEP there is no way to distinguish an Interim Review from an Annual Review , therefore a new begin date will be set to coincide with the meeting date

Factors to Consider on the EP

In developing the EP, the team should consider the child's strengths and areas of need, available data, and information about the child's achievement.

Parents requesting an interim or annual review

Parents can request an interim review if they feel that any aspect of the EP needs to be changed or something needs to be added.

Drafting an EP prior to meeting

There is nothing in the law that prevents school personnel or a parent from bringing a draft EP to the meeting, provided it is only a draft. The advantage of a draft is that it helps focus or stimulate the discussion. Parents are essential and equal partners in writing goals and objectives.

Creating the Educational Plan

Website

<https://go.easyiep.com/flbroward/>

From Easy IEP, type in the name of the student and access the EP tab (on the blue toolbar). As a teacher of the gifted, you will utilize:

- Present Levels of Educational Performance
- Priority Educational Needs
- Annual Goals

The ESE Specialist or Case Manager will handle Services, Create the draft and final of the EP.

Delivery of Service

This area indicates the type of differentiated curriculum that will be given. It is to be done by the ESE Specialist or Case Manager during the EP meeting (or drafted prior) once the goals are written. The choices are:

Curriculum Compacting is a procedure used by teachers that adapts the regular curriculum to meet the needs of gifted (or above average) students. Work that students have previously mastered is eliminated. Work that students can master at a faster pace than their peers is streamlined or compacted. The time that is gained through this system is then used to provide students with appropriate enrichment or acceleration activities.

Acceleration refers to the “flexible pacing” of educational programs that is responsive to the competencies and knowledge of individual children. It may be an appropriate alternative for many gifted students if it is implemented in an effective manner. Acceleration does *not* mean requiring students to progress at a faster rate, but rather at speeds commensurate with their natural learning rates.

Acceleration can be justified on social and emotional grounds as well. Gifted students are frequently socially mature, seek older friends and exhibit social understanding and interests well beyond their age.

Acceleration can take the form of:

- Early entry
- Telescoping (setting the amount of work to be covered in a shorter period of time)
- Subject acceleration
- In-class acceleration or content acceleration
- Whole class acceleration
- Curriculum compacting (an instructional technique providing replacement strategies for material already mastered)
- Grade skipping

Enrichment refers to the presentation of curriculum content with more depth, breadth, complexity, or abstractness than the general curriculum.

It is not unusual for all of these types of differentiated curriculum to be taking place in a gifted environment. Check all that apply for the student in question.

Location of Services: Enter the model that will be used to deliver gifted services.

Begin Date: Enter the date the student will begin receiving services.

End Date : Enter the range of dates that these services will be provided. The dates should range from the time the services were initiated to the next review date.

Guidelines for the length of the EP

- Students with social/emotional needs or students who are in transition years (elementary to middle or middle to high school) have an EP completed as a one-year document. The majority of the EPs will be for the duration of two years. This is an individual decision, a parent decision. Parents can ask for a yearly review; we honor their requests.
- Input the appropriate duration of the EP based on the committee decision.

Frequency of Services: Typical responses would be daily, weekly, etc.

Present Level of Educational Performance (PLP)

This area indicates the sources upon which the narrative statements are based. **All information must be data driven. This is the age of accountability!** Check all sources that apply and add any that are not listed under “other”:

- Parent Observation
- Portfolio
- Previous EP/IEP
- Student Input
- Report Card
- Teacher Observation
- Formal Assessments
- Student-led Conferences
- Other: (STAR, writing prompts, etc...)
- **Parent Observations** are usually written notes done at home or verbal comments presented before or during the meeting. They reflect a student’s academic work habits and/or behavioral habits including their social interactions and/or ability or lack of ability to work independently.

- **Portfolios** are collections of student work showing progress over time and/or any products that have been collected which reflect the student's current level of highest academic functioning.
- **Student Input** suggests written comments from the student about his/her work.
- **Report Cards** refer to the grades a student has acquired during the course of an academic quarter or semester.
- **Teacher Observations** refer to written documentation that has been collected over a period of time regarding a particular student's academic or social progress.

Formal Assessments:

There are two types of formal assessments: norm referenced and criterion referenced tests. They both involve reliability and validity factors.

- **Norm Referenced Tests:**

Publishers develop norm-referenced tests. They are administered to large numbers of students in order to develop norms, which represent average performances in various age, grade and demographic groups.

A district selects a norm-referenced test to measure the achievement of students across curriculum areas and compare those results with students of the same age and grade across the United States.

- **Criterion Referenced Tests:**

Criterion referenced tests allow teachers to compare a student's performance to a predetermined goal or outcome. They help determine whether a student has met predefined instructional goals or criteria. The FCAT is a criterion-referenced test.

Another criterion-referenced test is the Florida Writes.

Informal Assessments

Informal Assessments include teacher-made tests, rubrics, checklists, etc.

Student Led Conferences

Student Led Conferences reflect an individualized conference a student has with his/her parents verbalizing progress and areas of need. Generally documentation is produced and signed by the parent and student.

More than one documented source must be indicated on this page. ***Any formal state or district assessment administered during the previous EP dates must be included as a source(s) of information.*** Input from the parent must be obtained at the EP meeting or

prior to the meeting by telephone or correspondence. Check all boxes that apply in this area. Use the box marked OTHER to specify a source not preprinted.

Domains

Domains indicate which area (domain) will be addressed in the EP.

The Domains are reflected in the Matrix of Services:

- **Curriculum** refers to the educational program requirements, courses, student performance standards and benchmarks, and developmentally appropriate milestones. This section also refers to the learning environment, which includes specialized instructional strategies, modified assessment procedures, adapted materials and equipment, and instructional settings.
- **Independent Functioning** includes the development and acquisition of knowledge and skills involved in the activities of daily functioning at school, daily living, including employment and leisure skills, self-care, and mobility.
- **Social/Emotional Behavior** includes the social and emotional development of students. Areas such as personal adjustment (e.g., handling new situations, coping with frustration, and self-control) and interpersonal relationships (e.g., peer acceptance and working in a group) are often included in this domain.

Note: If a domain is left blank, the student does not demonstrate a need for services beyond those normally provided for all students. Keep in mind that you must fill in the curriculum domain (it is the need for the program).

Narrative Statements for Present Level of Performance

The narrative is an explanation of the impact of the giftedness on the student's progress and involvement in the curriculum. It is a statement about what the student is currently able to do and includes the student's strengths, interests and needs beyond the general curriculum. This statement should be worded **positively**, constructively and be an accurate description. Narratives should pertain only to collected data. It is the equivalent of a big snapshot, i.e., the diorama view. . **In the case of our English Language Learners (ELL), the language needs of the student as they relate to the EP need to be included.** Please note that you **must** create a Curriculum and Learning Environment narrative/goal. If the student requires a Social/Emotional and/or a Independent Functioning goal, then you write a narrative/goal for those domains as well.

Examples of Curriculum Narratives: (Note-These statements are to be used in combinations with other statements. None of them can represent the entire Present Level of Performance for this domain independently.)

- (Name) scored in the 99%ile on both the reading and mathematics portions of the FCAT 2003.
- (Name) is currently working on an 8th grade level in reading and mathematics based on informal teacher assessments.
- (Name) is an avid reader and utilizes higher order thinking skills to solve problems.
- (Name) is highly organized and works well independently.
- Based on teacher and parent observations and previous Educational Plans, (Name) is working above grade level in reading and math. (Name) is responsible for his/her assignments and enjoys working independently on reports and projects in areas of interest. (Name) has excellent verbal skills.
- (Name) is a student who is capable of working above grade level in _____, as evidenced on standardized test scores.
- (Name) is a creative student who works at an above average level in {name of subject area(s)} as evidenced by _____.
- (Name) has an excellent vocabulary and works best in structured settings.
- (Name) strives for perfection and will question what he/she does not understand when working independently. Although (Name) is quiet and reserved, his/her responses are carefully thought through.
- (Name) is a voracious reader. (Name) draws on his/her literature background for creative writing projects. (Name) enjoys classroom discussions and often adds insightful facts and information.
- (Name) is a cooperative student who is being encouraged to participate more frequently in classroom activities.
- (Name) has demonstrated a basic understanding of the number system and mathematical computation. (Name) is able to complete grade level mathematics assignments with teacher reminders and prompting.
- (Name) is able to appraise the quality of work completed by him or her and others with regard to organization, content, creativity, effort, appropriateness for ability, alternatives for further study, and other criteria.
- (Name) is able to explore the relationships of ideas. (Name) is a creative problem solver. He/she is able to modify information and material to result in a unique product.
- (Name) is able to combine concepts, principles, and generalizations to achieve a new understanding.
- (Name) is able to evaluate both sides of a paradoxical idea or situation.
- (Name)'s oral communication skills are excellent. He/she is able to present information extemporaneously. Additional work on written communication skills to achieve a level commensurate with his/her ability is encouraged.
- (Name) is able to judge the validity of ideas and able to prove or disprove them by presenting evidence.

- (Name) is able to generate a variety of solutions to real and contrived problems.
- (Name) is able to develop alternative formats for presenting information.
- (Name) is able to generate unusual solutions/answers to a given problem/question.
- (Name) is able to relate unconnected information in order to develop new ideas or concepts.
- (Name) is able to examine a contemporary situation in order to describe it, as it may exist in the future.

Examples of Social/Emotional Narratives : (Note-These statements are to be used in combinations with other statements. None of them can represent the entire Present Level of Performance for this domain independently.)

- (Name) is able to capitalize upon the strengths and talents of others.
- (Name) is able to appreciate the differences in learning styles/work habits of others.
- (Name) is able to offer constructive criticism.
- (Name) is able to consider points of view differing from his or her own.
- (Name) is able to gain confidence to change habits when appropriate.
- (Name) is able to contribute appropriately to group discussions.
- (Name) is able to help insure the involvement of all group members.
- (Name) is able to effectively instruct a group of peers.
- (Name) is able to facilitate the contribution of other group members.
- (Name) is able to effectively bring a conversation back to the point and to a conclusion.
- (Name) is able to consistently apply appropriate standards of social behavior.
- (Name) is able to implement oral directions and evaluate the benefits of good listening skills.
- (Name) is able to demonstrate listening comprehension by taking accurate notes.
- (Name) is able to put disapproval of classmates or teacher and disappointment in self into perspective.
- (Name) is able to accept responsibility of own actions and ideas.
- (Name) is able to admit a mistake or failure, analyze the cause, accept the fact that all individuals experience failure, and determine positive aspects.
- (Name) is willing to accept difficult tasks.

Examples of Independent Functioning Narratives : (Note-These statements are to be used in combinations with other statements. None of them can represent the entire Present Level of Performance for this domain independently.)

- (Name) is able to identify own learning/working styles and evaluate their effectiveness.
- (Name) is able to identify a problem, generate solutions, and present information collected and evaluate/judge the best solution to the problem.

- (Name) is able to achieve an appropriate balance between schoolwork and social activities.
- (Name) is able to establish and adhere to realistic schedules for completion of given task(s).
- (Name) is able to employ work time to its best advantage.
- (Name) is able to differentiate between achievable and non-achievable goals.

Priority Educational Needs

The purpose of this section is to identify educational needs that should be addressed within the next year or for the duration of the EP. Priority Educational Needs drive the development of annual goals and objectives.

Write a brief narrative, which describes the student's prioritized educational need in the specific domain(s) previously identified. A need can be something the child has strength in and it would be in the child's best interest to pursue the need. (Example: The student excels in mathematics). A need then would be to accelerate, compact, or enrich his instructional program in this area.

The area of need is based on the statements reflected in the Present Level of Performance- Priority Educational Need(s).

Measurable Annual Goal

In developing the annual goal, the committee should consider the student's PLP (present level and performance). Annual goals should be individualized. **They cannot be uniform goals covering an entire class or group.**

There should be a direct relationship between the desired school outcome, present level of performance and priority educational need, and the annual goal. An annual goal must address a priority educational need related to the student's needs and identify a measurable knowledge, skill, behavior, or attitude to be mastered as a result of instruction and/or support.

The annual goals should be relatively broad when compared to the short-term objectives. They must be individualized, measurable, and observable. When the EP goals are reviewed, the teacher will be expected to provide documented evidence of progress towards mastery of the annual goal and the short-term objectives.

There are 5 required components for each goal. These components are as follows:

1. **When?** (i.e., Date) This is the date the annual goal will be reviewed.
2. **Who?** (i.e., Student's name)
3. **What?** (i.e., What manner, level or degree this goal will be measured)

This is usually expressed in a percentage or number of successes vs. number of total attempts. Example: 4 out of 5 times).

4. **How?** (i.e., Evidence) This is the tangible evidence of mastery that can be shared with all stakeholders at the review.

5. **Where?** (i.e., Environment) This is the location in which the student will be working in order to achieve the goal (classroom, home, computer lab, etc).

Annual Goals

This page records at least one measurable annual goal and at least two short-term objectives written to address a priority educational need as identified on the PLP. Remember that gifted students must have at least one annual goal in the curriculum area.

On Easy EP you may add custom goals or goals from a list provided in the Easy EP system. If you choose to add goals from a list, make sure to scroll down the Annual Goal Category to the appropriate category (the goals written for gifted are *Curriculum and Learning Environment* and are at the bottom of the list). You will then check off the goal(s) that are appropriate for the student based on the Present Level of Educational Performance. **Note:** If you add a goal from the list, please make sure that you add in the date for mastery and the student's name to the goal.

Guidelines for the length of the EP

- Students with social/emotional needs or students who are in transition years (elementary to middle or middle to high school) have an EP completed as a one-year document. The majority of the EPs will be for the duration of two years. This is an individual decision, a parent decision. Parents can ask for a yearly review; we honor their requests.
- Input the appropriate duration of the EP based on the committee decision.

Samples of Curriculum and Learning Environment Annual Goals

* Gifted Students must have a minimum of **two** curriculum goals.

- (The baseline or current level of mastery should have been previously noted in the present level of performance)
- Keep in mind, when using percentages such as “75% of the time”, the teacher will be expected to collect data on ALL work ALL of the time. (Example: By (date), (name) will develop strategies to analyze, interpret, evaluate, and explain mathematical data in school 90 % of the time as evidenced by teacher observations). It is better to be more specific i.e., 8 out of 10 assigned tasks.

Examples

- By (date), (name) will increase his/her oral reading fluency skills by 30 % as evidenced by the completion of ten grade appropriate reading assessments completed in class.
- By (date), (name) will increase his/her technology skills as evidenced by the completion of four electronically produced projects completed in the classroom or lab.
- By (date), (name) will increase his/her mathematical computation abilities by 10% as measured by a standardized achievement test scores completed in school.
- By (date), (name) will improve his/her written communication skills by 30% on essays completed at home using the six traits writing rubrics.
- By (date), (name) will be able to successfully compare literature pieces 3 out of 4 times as evidenced by the use of graphic organizers in class and at home.
- By (date), (name) will develop strategies to solve complex, grade-appropriate mathematical problems with 80% accuracy within the classroom.
- By (date), (name) will improve his/her vocabulary skills by achieving a minimum test score of 80% on monthly classroom assessments.
- By (date), (name) will be able to construct a research outline and accompanying note cards 3 out of 4 times in school and at home.
- By (date), (name) will organize research note cards in class into a logical sequence from several sources on a given topic with 80% accuracy.
- By (date), (name) will become a higher order thinker 8 out of 10 times as evidenced by classroom work samples that document the use of synthesis and evaluation skills.

Samples of Independent Functioning Annual Goals

- By (date), (name) will complete and turn in 9 out of 10 homework assignments as recorded on a record sheet.
- By (date), (name) will review and check his/her own work 9 out of 10 times using a predetermined checklist prior to submission for a grade.
- By (date), (name) will maintain daily assignments in class or at home in an organized manner 9 out of 10 times using a monthly planner.
- By (date), (name) will demonstrate a 10% increase in leadership qualities and behaviors in school as measured by a teacher generated checklist.

Sample of Social/Emotional Annual Goals

- By (date), (name) will increase appropriate interactions by 50% with peers and staff in school when in unstructured situations as measured by teacher collected data.
- By (date), (name) will work cooperatively 2 out of 3 times to successfully complete a group project as evidenced by a teacher/student created rubric.
- By (date), (name) will display responsibility and self-management behaviors in school 90 % of the time as measured by pre and post checklists.

A list of goals was generated several years ago funded by Collier County, Florida. Broward refers to these as the “Butterfly” Goals. Be cautious when using these goals. They are not measurable or observable in most cases, but they are a starting point for goals. If you use them, make sure that the goal you select can be measured and that it is an observable classroom goal. Documentation must be produced for all goals that are mastered.

Helpful Hint

When creating the annual goal for a student, ask yourself what the specific need is. Then ask yourself, why the child needs to be enriched or improve in that area. Your goal can be generated from that concept. Sometimes it takes two or three “whys” to get to the specific goals you are looking for.

Goal Evaluation Procedures

Check the box(s) to specify the procedure you will use to determine mastery. Use the box marked “other” to specify criteria not preprinted. Keep in mind that progress towards this goal must be brought to the review.

Goal Evaluation Criteria

Indicate the requirement to consider the goal mastered. You may use a percentage (less than 80% is not considered mastery and should not be used) or type in words.

Evaluation Schedule

Indicate the time period for anticipated mastery. If there were only one goal for this student in this area, the date would be the same as the EP end date. At least one goal must continue through the duration of the EP.

Short Term Instructional Objective #1

(minimum of *two* objectives required)

Short-term instructional objectives are substeps or intermediate steps that will move the student toward the annual goal. They may be logically ordered and developmentally sequenced, or they may relate to subskills to be attained simultaneously or in a different order. Short-term objectives are expressed as

annual goals broken down into achievable increments. There are two ways to write short-term objectives: *with measurability* and *without measurability*.

With Measurability

Short-term objectives must be sequential and the last short-term objective must be identical to the annual goal. This type of short-term objective mirrors the annual goal with the intention of increasing that skill numerically.

Example: (Annual) by June 2005, Jennifer will exhibit appropriate time management skills in the classroom setting by completing 90% of assigned tasks in a 9-week period.

Short-term objectives-with measurability:

1. By Jan. 2004, Jennifer will exhibit appropriate time management skills in the classroom setting by completing 50% of assigned tasks in a 9-week period.
2. By June 2004, Jennifer will exhibit appropriate time management skills in the classroom setting by completing 70% of assigned tasks in a 9-week period.
3. By June 2005, Jennifer will exhibit appropriate time management skills in the classroom setting by completing 90% of assigned tasks in a 9-week period.

Without Measurability

Short-term objectives do not need to be sequential, nor do any of the short-term objectives need to be identical to the annual goal. These short-term objectives are strategies/benchmarks.

Example: (Annual) by June 2005, Jennifer will exhibit appropriate time management skills in the classroom setting by completing 90% of the assigned tasks in a 9-week period.

Short term Objectives-without measurability

1. Utilizing a timer, Jennifer will self monitor her work production to determine her own time management needs.
2. Jennifer will utilize an agenda to track her assignments to ensure they are completed in a timely manner.
3. Jennifer will use previously taught organizational skills to systematize her notebooks.