

**Alachua County Public Schools Exceptional Student Education
EDUCATIONAL PLAN FOR GIFTED (EP)**

Date of Eligibility: _____
 Date of Previous EP: _____
 Date of Development: _____
 Duration of Service: _____
 Date of Initiation: _____
 Date of EP Review: _____
 (Within 2 years from Development)
 Date of Next EP: _____

Student Name: _____
 Student ID Number: _____
 School: _____ DOB: _____ Grade: _____
 Parent(s) Name: _____
 Address: _____
 Home Phone: _____ Work Phone : _____

Notification Attempts:
 (1) Date: _____ Method: _____
 (1) Date: _____ Method: _____

Notification Attempts:
 (1) Date: _____ Method: _____
 (1) Date: _____ Method: _____

Gifted Procedural Safeguards & EP have been provided to Parent/Guardian: _____
Parent Initials or Date Sent

Gifted Procedural Safeguards & EP have been provided to Parent/Guardian: _____
Parent Initials or Date Sent

Conference Type: Initial EP Review Temporary

Conference Type: Initial EP Review Temporary

Conference Notes: _____

Conference Notes: _____

Signatures of EP Meeting Participants:

Parent/Guardian

Gifted Education Teacher

LEA Representative (Principal or Designee)

General Education Teacher

School Psychologist

Counselor

Student

Other

Signatures of EP Meeting Participants:

Parent/Guardian

Gifted Education Teacher

LEA Representative (Principal or Designee)

General Education Teacher

School Psychologist

Counselor

Student

Other

Teachers informed of responsibilities: _____
 Teachers have access to EP: _____

Teachers informed of responsibilities: _____
 Teachers have access to EP: _____

EDUCATIONAL PLAN FOR GIFTED (EP)

Student Name: _____ **EP Date:** _____

Overall Present Level of Educational Performance

Present Level of Educational Performance based on the student's performance on state, and district assessment, strengths and interests, and evaluation results: Standardized Normed Test (e.g. ITBS, FCAT, etc.)

**** Attach copy of scores**

- | | | |
|--|---|--|
| <input type="checkbox"/> Parent Observations | <input type="checkbox"/> Teacher Observations | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Portfolio | <input type="checkbox"/> Formal Assessments | <input type="checkbox"/> Report Card |
| <input type="checkbox"/> Previous EP/IEP | <input type="checkbox"/> Informal Assessment | <input type="checkbox"/> Student-Led Conference(s) |
| <input type="checkbox"/> ESOL Plan for LEP | <input type="checkbox"/> Other | |

FSA SCORES

Rdg Ach: _____	Math Ach: _____	Rdg Comp NP: _____	Writing: _____
Rdg SS: _____	Math SS: _____	Math NP: _____	Science: _____

Describe student's strengths, interests:

Priority Educational Need(s):

Check the domains addressed in this Educational Plan*

- Curriculum & Learning Environment
 Social/Emotional Behavior
 Other: _____

NOTE: If a domain is NOT checked, this student does not demonstrate a need for services beyond those normally provided for all students

* see attached goals and objectives

Location:

- Full Time Self-Contained
 Gifted Content-Based Class(es)
 Resource Room (Part-time)
 Special Class(es) at a Cluster Site
 Regular Education Classes

Specially Designed Instruction:

Delivery of Service:

<input type="checkbox"/> Differentiated Instruction	<input type="checkbox"/> Curriculum Compacting	<input type="checkbox"/> Acceleration
<input type="checkbox"/> Support Facilitation	<input type="checkbox"/> Consultative Services	<input type="checkbox"/> Enrichment

Frequency of Service:

<input type="checkbox"/> Daily: Every time course meets	<input type="checkbox"/> Weekly: 1X -4X per week	<input type="checkbox"/> Monthly: 1X - 3X per month	<input type="checkbox"/> Other: _____
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EDUCATIONAL PLAN FOR GIFTED (EP)

Student Name: _____ EP Date: _____

Individual Student Goals & Objectives

Goal 1: Higher Levels of Thinking: *The student will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information.*

- The student will:
- Objective #1: Use deductive reasoning and analysis skills in order to solve a variety of logic problems.
 - Objective #2: Use models to solve oral and written problems.
 - Objective #3: Demonstrate proficiency and be able to apply advanced numeric procedures to draw logical conclusions and give multiple solutions for real-life problems.
 - Objective #4: Distinguish between fact and opinion, as expressed by at least three sources, to support or validate conclusions.
 - Objective #5: Demonstrate an organizational approach in investigating a problem that includes asking questions, making observations, and recording and interpreting evidence.
 - Objective #6: Use at least five appropriate problem solving strategies to solve a variety of complex mathematical problems.
 - Objective #7: Demonstrate the use of higher thought processes.
 - Objective #8: Demonstrate proficiency in solving real-life problems.
 - Objective #9: Use systematic approaches when solving problems.
 - Objective #10: Revise their chosen path when needed based on results.
 - Objective #11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	Results
<input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Other: _____	<input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> End of Unit <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____	<input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> Other: _____ Review Date: _____

Goal 2: Self-Directed Learning: *The student will demonstrate initiative in pursuing knowledge and exploring ideas*

- The student will:
- Objective #1: Use a systematic approach for locating and using information from a variety of reference materials such as parts of a book (e.g., table of contents, glossary, index, title page).
 - Objective #2: Use a systematic approach for locating and using information from a variety of reference materials such as library reference materials (e.g. atlas, encyclopedia, card catalog, thesaurus).
 - Objective #3: Demonstrate appropriate goal-setting skills to improve academic achievement.
 - Objective #4: Analyze and synthesize information, concepts, and ideas obtained from multiple sources and communicate results in a unique way such as designing a better model or creating a simulation.
 - Objective #5: Demonstrate the ability to reconceptualize or challenge existing knowledge, theories, or ideas and/or generate new knowledge or ideas.
 - Objective #6: Develop coping skills to effectively deal with change.
 - Objective #7: Demonstrate time management skills to improve academic achievement.
 - Objective #8: Demonstrate self-monitoring skills to improve academic achievement.
 - Objective #9: Set realistic goals and objectives.
 - Objective #10: Accept the fact that all individuals experience failure.
 - Objective #11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	Results
<input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Other: _____	<input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> End of Unit <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____	<input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> Other: _____ Review Date: _____

EDUCATIONAL PLAN FOR GIFTED (EP)

Student Name: _____ EP Date: _____

Individual Student Goals & Objectives			
Goal 3: Positive Self Concept: <i>The student will demonstrate confidence and risk-taking skills within themselves.</i>			
The student will: <input type="checkbox"/> Objective #1: pose speculative questions and pursue hunches. <input type="checkbox"/> Objective #2: question relationships and interpretations. <input type="checkbox"/> Objective #3: risk criticism in support of his or her own beliefs and ideas. <input type="checkbox"/> Objective #4: predict consequences of taking a risk. <input type="checkbox"/> Objective #5: demonstrate personal growth in self-awareness, decision making, and coping behaviors. <input type="checkbox"/> Objective #6: appreciate one's own special talents and abilities. <input type="checkbox"/> Objective #7: set standards and goals appropriate for one's ability level. <input type="checkbox"/> Objective #8: recognize how sex-role stereotyping can affect the decision-making process. <input type="checkbox"/> Objective #9: determine positive aspects of a mistake or failure. <input type="checkbox"/> Objective #10: attempt tasks at which failure previously has been experienced. <input type="checkbox"/> Objective #11: _____			
Evaluation Procedures <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Other: _____	Evaluation Criteria <input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> Other: _____	Evaluation Schedule <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> End of Unit <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____	Results <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> Other: _____ Review Date: _____
Goal 4: Positive Interpersonal Relationships: <i>The student will demonstrate how to communicate and cooperate effectively in group situations whether as a leader or part of the group.</i>			
The student will: <input type="checkbox"/> Objective #1: demonstrate the ability to state and support personal points of view, even when opinions are contrary to the accepted ideas expressed by others. <input type="checkbox"/> Objective #2: appreciate the differences between individuals within a diverse group by respecting their ideas and feelings. <input type="checkbox"/> Objective #3: respond receptively and critically to ideas of others. <input type="checkbox"/> Objective #4: accept differences by respecting the ideas and feelings of individuals within a diverse group. <input type="checkbox"/> Objective #5: demonstrate greater awareness and understanding of self and others through participation in programs and projects that emphasize service to others. <input type="checkbox"/> Objective #6: work cooperatively with peers from a variety of cultures and ability levels, recognizing and respecting individual talents, strengths, learning, and work styles. <input type="checkbox"/> Objective #7: organize cooperative groups based on individual talents and strengths to solve problems or complete a project. <input type="checkbox"/> Objective #8: demonstrate responsible leadership and teamwork within a work group. <input type="checkbox"/> Objective #9: demonstrate effective group discussion skills. <input type="checkbox"/> Objective #10: listen to understand the thinking of others and respond appropriately to share points of view. <input type="checkbox"/> Objective #11: _____			
Evaluation Procedures <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Other: _____	Evaluation Criteria <input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> Other: _____	Evaluation Schedule <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> End of Unit <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____	Results <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> Other: _____ Review Date: _____

EDUCATIONAL PLAN FOR GIFTED (EP)

Student Name: _____ EP Date: _____

Individual Student Goals & Objectives

Goal 5: Creative Thinking and Expressions: *The student will demonstrate effective creative thinking and expression in both oral and written communication.*

The student will:

- Objective #1: use thinking tools to define a problem, evaluate alternatives, develop a plan of action, and adjust the plans in response to a continual evaluation of progress.
- Objective #2: demonstrate the ability to complete scientific investigations using the scientific method.
- Objective #3: generate, classify and evaluate ideas, objects and/or events in unique and or new ways in order to construct original projects that illustrate solutions to real-life problems or concerns.
- Objective #4: generate a quantity of ideas, responses, solutions, or questions (fluency).
- Objective #5: produce ideas, responses, solutions, or questions in a variety of categories (flexibility).
- Objective #6: think of novel, unique, or unusual responses (originality).
- Objective #7: modify or expand upon an idea by adding detail (elaboration).
- Objective #8: edit and refine information, concepts, and ideas to be reported individually and in groups using appropriate form, emphasis, usage, spelling, and punctuation to ensure a quality product.
- Objective #9: use creative forms of oral expression to retell stories, role play, engage in choral speaking, and read poetry.
- Objective #10: examine alternatives and compare risks or consequences.
- Objective #11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	Results
<input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Other: _____	<input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> End of Unit <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____	<input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> Other: _____ Review Date: _____