

Goals, Objectives, Evaluation
 [VR 270-01-0002-II-A-12]
Form A

<p align="center">Gifted Plan Component....</p> <p align="center">Goal Statement...</p>	<p>Identification</p>			
	<p>To appropriately identify gifted learners who demonstrate superior and very superior intellectual ability, task commitment and creativity so outstanding that they require a differentiated curriculum to meet their needs. Students will be formally identified for services in grades 3-12, and informally identified in grades K-2.</p>			
<p align="center">Objectives</p>	<p align="center">Strategies</p>	<p align="center">Person Responsible</p>	<p align="center">Date Due</p>	<p align="center">Expected Results</p>
<p>1. Refine the identification process to assure appropriate representation of gifted population.</p>	<p>a. Research and collect data relating to the identification of traditionally under-identified populations: ELL, special education, lower socioeconomic groups, culturally diverse students, and male/female ratios.</p> <p>b. Reevaluate screening/ID process and evaluate outcomes.</p> <p>c. Provide multi-lingual forms for eligibility process with focus on ELL populations.</p> <p>d. Share information regarding the identification process and access to relevant forms on the RCPS Challenge website.</p>	<p>a. Challenge Supervisors/Challenge Teachers</p> <p>b. Challenge Supervisors/Challenge Teachers</p> <p>c. Challenge Supervisors/Challenge Teachers</p> <p>d. Challenge Supervisors/Challenge Teachers</p>	<p>a. Fall 2014</p> <p>b. Summer 2014</p> <p>c. Fall 2019</p> <p>d. Spring 2016</p>	<p>a. Recommendations for revising screening identification process and procedures.</p> <p>bcd. Anticipated increase in the number of traditionally under-represented population students placed in the program.</p>

<p>Gifted Plan Component....</p>	<p>Delivery of Services</p>			
<p>Goal Statement...</p>	<p>a. To provide for all identified students, 3-12, a differentiated instructional program by offering a variety of program options available to identified gifted students. b. To provide the means and expectation for differentiation for identified gifted students(3-12) and informally identified students (K-2) in the regular classroom setting.</p>			
<p>Objectives</p>	<p>Strategies</p>	<p>Person Responsible</p>	<p>Date Due</p>	<p>Expected Results</p>
<p>1. Review and evaluate services currently provided for gifted students.</p>	<p>a. Survey parents, teachers, students and administrators to determine the strengths and weaknesses of the Challenge Program relative to needs of GT students in the regular classroom and the needs of of exceptionally gifted students. b. Form a focus group to analyze the data collected and prepare a report outlining the recommendations for improvement. c. Share this report with Administrators and the Instructional Team. d. Use results of the report to develop budget requests.</p>	<p>a. Challenge Supervisors b. Challenge Supervisors c. Challenge Supervisors d. Challenge Supervisors</p>	<p>a. Spring 2013 b. Fall 2014 c. Fall 2014 d. Annually</p>	<p>Equitable Elementary services countywide. Results will increase opportunities provided in K-12.</p>

<p>2. Provide a pullout resource program for identified K-5 gifted students.</p>	<p>a. All identified gifted students receive a minimum of 45-60 minutes of pullout service per week.</p>	<p>a. Challenge Supervisors, Administrators, and Elementary Challenge Teachers</p>	<p>a. Fall 2014 (ongoing)</p>	<p>Equitable Elementary services county wide. Results will increase opportunities provided in K-12.</p>
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<p>Gifted Plan Component....</p>	<p>Curriculum Development</p>			
<p>Goal Statement...</p>	<p>To expand the ways curriculum is modified to address the needs and characteristics of gifted learners in the regular classroom.</p>			
<p>Objectives</p>	<p>Strategies</p>	<p>Person Responsible</p>	<p>Date Due</p>	<p>Expected Results</p>
<p>1. Provide opportunities for individual and small group investigations of real world problems for Challenge students.</p>	<p>a. In-service with Challenge staff.</p> <p>b. Schedule time in the instructional program for Challenge teachers to work with students in K-12.</p> <p>c. Continue implementation of Integrated STEM/ Children’s Engineering curriculum for K-5 identified students.</p> <p>d. Develop strong working relationships with local colleges/universities to establish opportunities for advance study (dual credit) and mentorships and explore on-line options for Challenge students grades 9-12.</p> <p>e. Identify a large number and variety of resources that are specifically designed to expose students to topics and areas of study which extend the curriculum in the four core areas.</p> <p>f. Provide opportunities for high school students to participate in Governor’s School programs.</p>	<p>a. Challenge Supervisors</p> <p>b. Challenge Supervisors, Building Administrators, Challenge Teachers</p> <p>c. Elementary Challenge Teachers</p> <p>d. Challenge Supervisors and Secondary Challenge Teacher</p> <p>e. Challenge Supervisors and Building Administrators</p> <p>f. Challenge Supervisors and Secondary Challenge Teachers</p>	<p>a. Spring 2014 (ongoing)</p> <p>b. Fall 2014 (ongoing)</p> <p>c. Spring 2014 (ongoing)</p> <p>d. Summer 2016 (ongoing)</p> <p>e. Ongoing</p> <p>f. Ongoing</p>	<p>Enhance critical thinking skills, problem solving abilities, and team collaboration</p>

<p>Gifted Plan Component....</p>	<p>Staff Development</p>			
<p>Goal Statement...</p>	<p>To provide continuous and comprehensive professional development opportunities that will assist personnel in meeting the needs of the gifted learner in the regular classroom and in the Challenge Program.</p>			
<p>Objectives</p>	<p>Strategies</p>	<p>Person Responsible</p>	<p>Date Due</p>	<p>Expected Results</p>
<p>1. Increase the number of instructional personnel and administrators with training in Gifted Education.</p>	<ul style="list-style-type: none"> a. Provide professional days for gifted conferences, seminars, etc. b. Provide new teachers with gifted in-service on curriculum compacting. c. Offer reimbursement for college courses in Gifted Education for classroom teachers. d. Provide information to teachers and administrators regarding the characteristics and needs of gifted learners. e. Provide resources for Challenge personnel to attend VA Gifted Conference. f. Provide workshops for all RCPS teachers on differentiation of curriculum. 	<ul style="list-style-type: none"> a. Challenge Supervisors b. Challenge Supervisors and Director of Human Resources c. Challenge Supervisors d. Challenge Supervisors and Challenge Teachers e. Challenge Supervisors and Challenge Teachers f. Challenge Supervisors and Assistant Superintendent for Instruction 	<ul style="list-style-type: none"> a. Ongoing b. Ongoing c. Ongoing d. Ongoing e. Ongoing 2014-2019 f. Ongoing annually 	<ul style="list-style-type: none"> abcd. An increase in the number of teachers and administrators trained to meet the needs of the gifted learners. e. Challenge personnel will gain information for meeting the needs of gifted learners. f. All RCPS teachers would become advised on differentiation of curriculum and provide more thorough instruction for all learners.

<p>2. Continue Integrated S.T.E.M. Education/ Children’s Engineering for Challenge students in grades K-5.</p>	<p>a. Provide resources for Challenge personnel to attend VA Children’s Engineering Convention.</p> <p>b. Evaluate the curriculum.</p> <p>c. Continue to develop new activities for S.T.E.M/ Children’s Engineering component.</p> <p>d. Create a cost analysis and need for new equipment, supplies and materials based on results of annual curriculum evaluation.</p> <p>e. Offer reimbursement for college courses in Children’s Engineering and/or S.T.E.M. education for Challenge and classroom teachers.</p>	<p>a. Challenge Supervisors and Challenge Teachers; regular education teachers who are interested in Design Technology</p> <p>b. Challenge Supervisors and Challenge Teachers; Building Administrators</p> <p>c. Challenge Teachers</p> <p>d. Challenge Teachers and Challenge Supervisors</p> <p>e. Challenge Supervisors</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Annually</p> <p>d. Ongoing</p> <p>e. Ongoing</p>	<p>Personnel will develop a greater understanding of problem solving strategies and critical thinking skills to assist students across the curriculum.</p>
<p>3. Provide training for all elementary personnel to develop a Children’s Engineering/STEM implementation plan.</p>	<p>a. In-services and reflection for each elementary school in a three phase process.</p>	<p>a. Children’s Engineering Training Team (Bobbie Arbogast, Heather Cherry, Linda Doherty, Linda Harpine, Charlotte Holter, Krista Miller, and April Soltis)</p>	<p>a. Spring 2013-Spring 2018</p>	<p>Implementation of Children’s Engineering/STEM in the regular elementary classroom for all students.</p>

<p>4. Develop full-time Challenge and STEM programs at each elementary school.</p>	<p>a. Increase STEM lab resource development and Challenge teacher interaction with students through pull-out or collaboration activities.</p>	<p>a. Challenge Supervisors, Director of Human Resources, Building Administrator</p>	<p>a. 2019</p>	<p>One Challenge Teacher/STEM Coordinator for each elementary school.</p>
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<p>Gifted Plan Component....</p>	<p>Parent & Community Involvement</p>			
<p>Goal Statement...</p>	<p>To increase involvement of parents and the community in the education of gifted students.</p>			
<p>Objectives</p>	<p>Strategies</p>	<p>Person Responsible</p>	<p>Date Due</p>	<p>Expected Results</p>
<p>1. Increase parent and community awareness and understanding of the Challenge program.</p>	<ul style="list-style-type: none"> a. Establish and maintain a link on RCPS and school websites. b. Provide standard program description for inclusion in RCPS parent handbook (annually). c. Share and promote program success, events, and school opportunities with area media. 	<ul style="list-style-type: none"> a. Challenge Supervisors and Challenge Teachers b. Challenge Supervisors c. Challenge Teachers 	<ul style="list-style-type: none"> a. Fall 2015 b. Spring 2014 c. Fall 2014 - Spring 2019 (ongoing) 	<p>Increased level of knowledge and awareness. Re: Challenge programs and procedures.</p>
<p>2. Increase parent and community involvement with the Challenge program.</p>	<ul style="list-style-type: none"> a. Invite and encourage parents and community to serve as a resource for teachers. b. Secure participation of one or more parent/community members of the Challenge LAC. c. Share information regarding opportunities for gifted students. 	<ul style="list-style-type: none"> a. Challenge Teachers b. Challenge Supervisors and Teachers c. Challenge Supervisors and Challenge Teachers 	<ul style="list-style-type: none"> a. Fall b. Fall c. Ongoing 	<ul style="list-style-type: none"> a. Diverse LAC membership bc. Newsletters, emails, and social media presence.