



Writing an EP

Jacalyn Schulman & M. Jacob Aronin
Math, Science & Gifted

Which services will the students receive? Will they be in all curricula areas or only in some subjects?

Enrichment	11/25/2014	11/24/2016	Daily	Gifted Only in core content areas
				Sub-Location
				Math, Science, Language Arts/English, Social Studies
Acceleration	11/25/2014	11/24/2016	Daily	Gifted Only in core content areas
				Sub-Location
				Math, Science, Language Arts/English, Social Studies
Curriculum Compacting	11/25/2014	11/24/2016	Daily	Gifted Only in core content areas
				Sub-Location
				Math, Science, Language Arts/English

Not all students need all three services – it also depends on what the priority educational need is for the student

delete	Position	Educational Service	Frequency	Begin Date	End Date
<input type="checkbox"/>	1	Enrichment	day	04/23/2015	06/04/2015
		Location	<input type="text" value="Gifted-Temp. in gen. ed. class w/consult by gifted end. teacher (4-8 by parent req. only)"/>		Primary Provider
		Serving School	<div style="border: 1px solid black; padding: 5px;"> <p>Determined by School Model</p> <ul style="list-style-type: none"> Gifted Only Full-time Self-Contained Gifted/High Achievers Full-time Self-contained Gifted Only Half Day Primary Alternative #1-Gifted in gen. ed. class w/gifted-endorsed teacher (K-3 only) Primary Alternative #2-Gifted in gen. ed. class via consult w/gifted-endorsed teacher (K-3 only) Gifted Only in core content areas Gifted/High Achievers in core content areas <li style="background-color: #e0e0e0;">High School: Gifted electives or gifted seminars High School: Consultation with a gifted-endorsed teacher Gifted-Temp. in gen. ed. class w/consult by gifted end. teacher (4-8 by parent req. only) </div>		Additional Provider(s)
delete	Position	Educational Service	Frequency	Begin Date	End Date
<input type="checkbox"/>	2	Enrichment	day		
		Location	<input type="text" value="Gifted Only in core content areas"/>		Primary Provider
		Sub-Location: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Language Arts/English <input type="checkbox"/> Social Studies			
		Serving School	<input type="text" value="- Assigned School -"/>		Additional Provider(s)

**Check Each Box Where
There is a Priority Need**



Present Level of Performance

- o Remember the EP is about the student's strengths and interests – this is not like an IEP which focuses on the areas that need improvement. Here we focus on successes and the gifts that need to be nurtured.

Learning Styles & Inventories

Click on Tools to convert documents to Word or Ex

Got style?


Understanding your own way of learning

The Greek philosopher Socrates said it best: "Know thyself."



Those are words worth remembering as you make the transition through middle school and on to high school.

My Way ...



An Expression Style Inventory

K. E. Kettle, J. S. Rensulli, M. G. Rizza
University of Connecticut

Present Level of Performance

Curriculum and Learning Environment

Describe the student's strengths, interests, and needs beyond the general curriculum in the statement of present level of performance.

According to the test data from the 2013 FCAT, Albert scored a Level 5 on the Reading and a Level 5 on the Mathematics (as of today 2014-15 FSA results have not been released by the state). On the 2014-15 BAFS 2, Albert scored in the 98th percentile in math and the 88th percentile in reading. Albert currently meets requirements for ACCEL and is being instructed two years above his grade-level curriculum in math, as he is currently enrolled in 7th grade GEM (Algebra). Albert's 4th quarter report card for the 2014-15 school year included straight A's in all academic areas.

According to Mr. Barroha, Albert possesses a natural ability to learn math at a rate far above his grade level and intellectual peers. Dr. Milenkovic, Albert's Science teacher mentioned that Albert is highly interested in the natural world and asks high level questions in her course.

According to Albert's mother, Albert can often be found with a book in his hand to learn more in how the world works. He spends a great deal of time researching and questioning in the areas that interest him: Math and Science. He is a quiet child with a good relationship with those closest to him.

Albert is currently the president of the school's math club. He also is very interested in astronomy and is mentored by the curator at the local science museum. Although Albert has not yet been dismissed from ESOL, his English is proficient enough to not negatively impact his ability to make academic gains.

abc ✓

Describe the Priority Educational Needs of the student in the Domain of Curriculum and Learning Environment.

Albert needs to participate in an accelerated and enriched curriculum in math, reading and science.

← Note – priority **NEEDS** not benefits – state what your student **NEEDS** as gifted services.

abc ✓

Social Emotional Behavior

Social/Emotional Behavior

Describe the student's strengths, interests, and needs beyond the general curriculum in the statement of present level of performance.

Only use this box if the student has issues with behavior that impact their educational goals or learning gains. This could include an inability to work in groups, etc. If you write about behavior you must include an additional measurable goal and objectives for the student to work toward. - when and where will the problem be addressed? In group work? Stations? PE? Be specific.

Note: Eps with Social/Emotional Goals are only valid for one year.

Social/Emotional Behavior

Describe the student's strengths, interests, and needs beyond the general curriculum in the statement of present level of performance.

Social Emotional Goals

Content Strand: Alternatives to Conflict

Annual Goal #1 _____ will manage conflicts on a daily basis with _____ frequency, independent of teacher support, with teacher support as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Objective #1 Identify situations that may lead to conflict (e.g.. hurtful teasing. name calling).

Objective #2 Respond appropriately to peer pressure.

Objective #3 Constructively deal with situations that may lead to conflict.

Objective #4 Identify appropriate ways of dealing with conflict.

Objective #5 Name types of behaviors and language that are acceptable and unacceptable.

Objective #6 Name personal behaviors that may contribute to a conflict.

Objective #7 Walk away /seek help in physical confrontations or set-ups.

Objective #8 Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.

Objective #9 Approach another person for explanation-when perceived-to be unjustly criticized.

Objective #10 Resolve conflicts without physical contact or abrasive language (e.g., stating emotions/desire, or walking away).

Objective #11 Ignore peers when cued by teacher {verbal or sign}.

Objective #12 Seek assistance to resolve conflict after independent attempt.

Objective #13 Compromise in conflict situations by changing his/her own ideas to reach agreement.

Independent Functioning

Independent Functioning

Describe the student's strengths, interests, and needs beyond the general curriculum in the statement of present level of performance.

Only fill in this section if the student has a problem completing work, getting to classes or doing homework etc. Remember if you fill in the box there must be an additional measurable goal for the student to work on.(i.e. complete 9 out of 10 assignments without additional prompting from the teacher.)



Describe the Priority Educational Needs of the student in the Domain of Independent Functioning.



Goals and Objectives

- There must be a minimum of two goals for each EP. Then a minimum of two objectives:
- Measurable Goal 1
 - Objective 1
 - Objective 2
- Measurable Goal 2:
 - Objective 1
 - Objective 2

Quality Indicator: Annual Goals



Measurable annual goals describe the behaviors and skills that will enable the student to achieve in the general education curriculum or participate in age-appropriate activities, based on the student's need(s) reflected in the present level statement.

Measurable Annual Goals: Three Parts

1. **Observable behavior:** An explicit, observable statement of what the student will do
2. **Conditions:** The tools, situation, or assistance to be provided
3. **Mastery criteria:** Acceptable performance (how well the student must perform)

Make It Measurable

◆ Specific

- The action, behavior, or skill to be measured
- Tells what to measure and how to measure it

◆ Objective

- Yields same result no matter who measures it

◆ Quantifiable

- Numerical or descriptive information that can be compared to baseline to calculate progress

◆ Clear

- Understandable by all involved



Acceptable EP Curricular Goals

By April 2017, Ben will produce and present a science-related project that will incorporate math application skills on his assessed instructional level as evidenced by a teacher generated rubric with 90% accuracy.

By October 2016, James will apply level-appropriate mathematical skills to solve complex problems and present his findings in a multimedia presentation to his peers. Mastery will be determined by a score of at least 90% on a teacher-generated rubric.

By October 2015, Kathryn will compare and contrast the author's styles of at least two authors from different eras. She will create a multi-media project to present her findings and score at least 90% on a teacher-generated rubric.

By October 2015, Nicholas will develop strategies to solve complex, level-appropriate mathematical problems with 85% accuracy within the classroom.



Unacceptable EP Curricular Goals

By May 2016, Savannah will improve her critical reading skills to locate, comprehend, and interpret information found in literature as demonstrated by 9/10 completed assignments.

By September 2016, will demonstrate a 10% increase in leadership qualities and behaviors in school.

By 9/16, London will improve her vocabulary skills by utilizing new vocabulary in her writing

By May 2017, Robert will increase his technology skills as evidenced by the completion of four electronically produced projects completed in the classroom, lab, and/or home..

Steven will explore concepts in reading through investigations of Key Ideas and Details

The student will demonstrate growth in creative thinking.

The student uses multiple strategies to develop grade appropriate vocabulary. (LA.3.1.6

Goals & Objectives

Add/Edit Objectives Section

Albert Gifted Einstein

Area of Need :

Curriculum and Instruction

Goal:

By October 2017, Albert will demonstrate his understanding of the reasoning and proof as evidenced by a score of at least 90% on a rubric generated to correspond with a self selected project.

Note the goal is measurable with a rubric

Del	Pos	NewPos	Objective
<input type="checkbox"/>	1	<input type="text"/>	Albert will identify and use inductive reasoning for geometric proofs.

Note the objectives are the steps or pieces that will show if the goal is mastered

Del	Pos	NewPos	Objective
<input type="checkbox"/>	2	<input type="text"/>	Albert will identify and use deductive reasoning for geometric proofs.

The previous goal is in math. This is a technology goal – goals depend on areas of giftedness, interest and priority needs. Not where they need improvement.

Area of Need :

Curriculum and Instruction

Goal:

By October 2017, Albert will demonstrate his knowledge and understanding of the importance of technology globally by creating and executing a presentation of multiple ways technology is used to enhance the understanding of astronomy-related discoveries. A score of at least 90% on a rubric must be attained.



Del	Pos	NewPos	Objective
<input type="checkbox"/>	1	<input type="text"/>	Albert will propose new uses for technology and other information systems as tools for personal and professional productivity.



Del	Pos	NewPos	Objective
<input type="checkbox"/>	2	<input type="text"/>	Albert will appropriately manage technology so that it is used as a tool for personal and professional productivity.

Sample Goal

Goal:

By October 2017, Ken will develop strategies to solve Higher Order, Depth of Knowledge, grade-appropriate mathematical problems with 80% accuracy within the classroom.



Evaluation Procedures:

Creating Goals & Objectives

WRITING GOALS & OBJECTIVES

PRESENT LEVEL OF PERFORMANCE

According to teacher observation Alessandra is a renaissance woman in arts, math and language. According to report card performance excels in theater (Drama A) and visual arts (2D Art A), writing (Language Arst A) and complex mathematics (Geometry A). According to her learning inventory Alessandra's preferred learning style is through peer tutoring, discussion and independent study. Her products of choice are dramatic and oral presentations. Alessandra is currently in GEM - Geometry. She earned a 5 in reading on 2014 FCAT and a 5 on the Algebra EOC. Her January BAFs showed her in the 94th percentile in reading, 69th percentile in science and 54th percentile in geometry. Her goals include publishing her fiction and becoming a political advocate for women's rights.

PRIORITY NEEDS

Creating Goals & Objectives

WRITING GOALS & OBJECTIVES

PRESENT LEVEL OF PERFORMANCE

Riley scored a 5 on the 2014 FCAT in reading and 5 on 2014 the Algebra EOC. He is a straight A student in core content and electives.

Based on teacher observation, report cards and standard assessment, Riley is a strong student in all content areas as well as being talented in visual art and computer coding.

According to his learning inventory, his topics of interest are history, science and technology. His preferred learning styles are through games and discussion and his preferred products are artistic or hands on.

Riley is part of the GEM program and is currently studying geometry. He is currently studying computer programming in addition to participating in magnet art classes.

PRIORITY NEEDS

GOAL #1

BY October 2017 Einstein will...

Available Wizards

[Progress Report Card Wizard](#)

[Gifted Report Card Wizard](#)

[Caseload Setup Wizard](#)

[Caseload Administration Wizard](#)

[IEP Progress Monitoring Wizard](#)

[Ad Hoc Report Wizard](#)

Current Special Education Caseload

There are no Students on Broward Gifted's caseload

Update the Database

Add More Students to Caseload



Click on Each Student

Wizard - Select Students to add to caseload of

To add a Student to your caseload, select EITHER the Case Manager OR Team Member check box. You should never select both.

Case Manager	Team Member	Student	School	Grade	DOB	Case Manag
	<input type="checkbox"/>	Albert Gifted Einstein	0701	05	02/23/2005	

(1 Students)

Add Students to Caseload

Add Students to Caseload, then Find More

Progress Reports

Available Wizards

[Progress Report Card Wizard](#)

[Gifted Report Card Wizard](#)

Gifted Report Card

Albert Gifted Einstein (2015-2016 - Marking Period)

Annual Goal:	By July 2016, Albert will develop algebraic strategies to solve complex, level-appropriate mathematical problems with 90% accuracy within classroom.		
Evaluation Procedures :			
Status:	<input type="text" value="Progress Made: Anticipate Meeting Goal by IEP/EP End."/>		
Current % Target %	<ul style="list-style-type: none">MasteredProgress Made: Anticipate Meeting Goal by IEP/EP End.Some Progress Made: Anticipate Meeting Goal by IEP/EP End.Some Progress Made: Do NOT Anticipate Meeting Goal by IEP/EP End.No Progress Made: Do NOT Anticipate Meeting Goal by IEP/EP End.Not Applicable During This Term.		
User			Comment
Jacalyn Schulman	03/30/2015	09:48:00	At this time, Albert is working above grade level and successfully able to use complex algebraic strategies 80% of the

Add a comment:



Progress Reports

manage technology so that it is used as a tool for personal and professional productivity

Primary Narrative:

[Create Draft Gifted Report Card](#)

Printing Batch Documents

EdPlan by PCG Education

Welcome, Jacob | My Calendar | Message Board | Log

Main Menu | Students | My Data | Available Wizards | Select a School | SmartScan | School System Info | Users | PCG

Documents for **Jacob Aronin**

This page lists documents for the current year (including Report Card V Docs) button

- My Docs
- My Reports
- Update Information
- My Calendar
- E-Box

or that were created by someone else for Students for whom you are the Case Manager, within the past not expired), or a subset of those documents if the search page was used or if coming from the Progress immediately after running the Progress Report Card Wizard, and can always be accessed by using the "My a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Status
06/02/2015	Jacob Aronin	Caterina Turner	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final
06/02/2015	Jacob Aronin	Gregory Daniel Varona	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final
06/02/2015	Jacob Aronin	Joseph Wallace	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final
06/02/2015	Jacob Aronin	Jennae Zhyen Whyte	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final
06/02/2015	Jacob Aronin	Quin Michael Nardone	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final
06/02/2015	Jacob Aronin	Gabriel Solomon Packer	<input type="checkbox"/>	EP Progress Report (2014-2015 - Marking Period 4) PDF		Final

Gifted Course Descriptions

- **Elementary (K-5):**
<http://www.cpalms.org/Public/PreviewCourse/Preview/12852>
- **Middle (6-8):**
<http://www.cpalms.org/Public/PreviewCourse/Preview/12851>
- **High+ (9-12):**
<http://www.cpalms.org/Public/PreviewCourse/Preview/12984>,
- <http://www.cpalms.org/Public/PreviewCourse/Preview/13061>,
and
<http://www.cpalms.org/Public/PreviewCourse/Preview/13063>

Florida's Frameworks for K–12 Gifted Learners

Goal **G.K12.3:** Student Outcomes Program Goal 3: By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields. ▼

Goal **G.K12.4:** Student Outcomes Program Goal 4: By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems. ▼

Goal **G.K12.5:** Student Outcomes Program Goal 5: By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations. ▼

Goal **G.K12.6:** Student Outcomes Program Goal 6: By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals. ▼

Goal **G.K12.7:** Student Outcomes Program Goal 7: By graduation the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines. ▼

Idea 1 **G.K12.7.1:** The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences. [read more](#) ▼

Date Adopted or Last Revised: 02/14

Idea 2 **G.K12.7.2:** The student will create products that synthesize information from multiple sources illustrating solutions to real-life problems. [read more](#) ▼

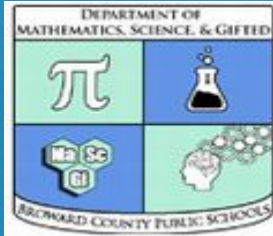
Date Adopted or Last Revised: 02/14

[G.K12.7.2.1a](#)

[G.K12.7.2.1b](#)

[G.K12.7.2.1c](#)

[G.K12.7.2.1d](#)



MATHEMATICS, SCIENCE, & GIFTED

- Zuzel Rodriguez
zuzel.rodriguez@browardschools.com
- Jacalyn Schulman
jacalyn.schulman@browardschools.com
- M. Jacob Aronin
jacob.aronin@browardschools.com
- 754-321-2119