

Gifted/Talented 3-Year Plan Submitted Fall 2013

Name:

Phone Number:

E-mail Address:

Note: This template is designed to limit space for information so that you may print out your district's 3-Year Plan once you have completed it. If you do not need the full space provided, just ignore it.

Submitting this form: [1] complete all areas, [2] "Save As ..." a PDF to your desktop, and [3] send as an attachment to: pjwenner@sde.idaho.gov

A. PHILOSOPHY STATEMENT:

Please describe how your school/district mission, vision, core values relate to the education specifically of gifted students. Include information on the following:

- How do gifted children's needs vary from the general population in your district?
- How do approaches to teaching gifted children employ best practice?
- How do approaches to teaching gifted children relate to Idaho Core Standards?
- Other pertinent information

(limit to space provided)

Compatible with the educational goals and objectives of the Genesee Joint School District #282, we recognize the unique value, needs, and talents of the individual student. The guiding characteristic of the Genesee Gifted and Talented Program is to provide gifted students with extensions of learning which afford them opportunity for exploring, experiencing, expressing, as well as developing a sense of individual responsibility to the school community and to a changing society. Enhancing the "self" as a learner and a producer is the paramount concern. The emphasis of the program is on learning processes which focus on individual strengths and which will propel the student on a life-long commitment to learning. Along with the Idaho Core Standards, Genesee Gifted and Talented Program encourages teachers to differentiate instruction to meet the unique needs of individual students. We also teach higher level thinking strategies and creative problem solving techniques, which are included in the Core Standards.

B. DEFINITION OF GIFTEDNESS:

Define how your district provides services in each of the five areas addressed in Idaho Code *Intellectual / Academic Area / Creativity / Leadership / Visual and Performing Arts*

(limit to space provided)

Genesee School District defines giftedness as superior ability in at least (2) of the five categories of intellectual, academic, creative, leadership, performing arts/visual arts, and at least (1) of the identifying categories being in Intellectual or Academic ability.

Categories of Giftedness

- Intellectual ability : indicated by the student's advanced intellectual development as compared to his or her chronological age group. An individual intelligence test is required for eligibility.
- Academic ability: determined by the student's high achievement in one or more academic areas, and on performance assessments and/or standardized tests.
- Creative ability: shown by student's who have advanced insight or new and unusual ways of perceiving, who can produce unique alternative solutions to problems, or who notice significant differences or similarities within the environment. Teacher (or other school personnel) or parent observations, surveys or interviews, and/or results of creativity tests should provide the necessary information.
- Leadership ability: as demonstrated or inferred by the student's ability to guide, direct, inspire; or influence others. This ability is often observed by the willingness of others to accept his or her leadership in various activities.
- Performing arts/visual arts ability : demonstrated by students who originate, produce, perform, or respond at exceptional levels in such areas as the arts, music, dance, drama, drawing, painting, photography, or sculpture.

C. PROGRAM GOALS:

Please describe the current status of gifted education in your district and your goals for improvement in the coming three years. How might professional development assist personnel improve their delivery of gifted education? What options for gifted students need expansion? What needs might you identify in your district regarding the gifted program? In what ways will improved instruction in gifted education relate to best practice in general for district personnel?

This is the substance of your 3-Year Plan—please develop thoughtfully.

(limit to space provided)

- Identify the gifted population, ages 5 through 18, on an ongoing basis.
- Develop program components to meet state mandates and local needs by differentiating instruction in the regular education classroom and providing opportunities for enrichment and acceleration.
- Provide ongoing professional development for the GT Facilitator, regular education teachers and parents.
- Provide adequate funding to carry out the mission of the GT program through a combination of District funds, Title V funds and state GT funding.
- Develop a professional library of materials available to all faculty members and parents.
- Develop individual plans for each identified student based on their needs within the capabilities of the program
- Evaluate the effectiveness of the program on an annual basis.

D. PROGRAM OPTIONS:

Please explain what options your district provides for each of the following: *(limit to space provided)*

Elementary:

Elementary (K-6)

The GT program at Genesee School encompasses grade kindergarten through sixth grade. The classroom teacher is primarily responsible for the education of these children with the support of the GT facilitator.

The following activities may be included in the elementary program:

- Differentiated instruction based on student interest, learning style, content, process and product.
- Curriculum compacting
- Professional development for staff and parents
- Enrichment and acceleration
- Academic competition
- Special projects or activities providing peer interaction
- Guidance component

Each student participating in the program will have an individual plan developed cooperatively by the classroom teacher, GT Facilitator, and parent, with input from the student.

Middle School /
Jr. High:

(Included in Secondary section)

High School:

The secondary GT program will be offered to students in grades 7-12. The components may include:

- Differentiated instruction based on student interest, learning style, content, process and product.
- Curriculum compacting
- Accelerated math offerings
- Advanced placement courses and/or dual enrollment
- Online courses (IDLA, others)
- Individual mentor opportunities
- Challenge (individual student-directed projects for credit)
- Academic competition
- Special projects or activities providing peer interaction
- Guidance component
- Academic testing preparation

Each student participating in the GT program would have an individual plan developed cooperatively with the facilitator, counselor, parent, student, and teacher(s).

E. IDENTIFICATION PROCEDURES:

Please explain which identification procedures and tools your district employs to identify students in all five areas of giftedness. The following should be addressed: teacher referral, parent referral, other referral means, screening tools.

(limit to space provided)

Screening Process

The ISAT (Idaho Standards Achievement Test) is administered to third through eighth grade and tenth grade students annually. Students scoring at or above the 90th percentile on each of the component tests (math, reading, language usage) will be referred to the GT Committee for further consideration.

Other potential screening assessments include the Direct Writing, Math Assessments and the Idaho Reading Indicator. Students scoring a 4 on the performance assessments or at the 90th percentile on at least two consecutive administrations of the IRI will be referred to the GATE Committee for further review. Further identification tools may include parent and teacher checklists, Torrance Tests of Creative Thinking (TTCT), Slosson Intelligence Test-Revised (SIT-R3), Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale-Third Edition (WIAS-III), student GPA, portfolios, or expert evaluation, as appropriate.

Students in grades K-1 will be initially screened using the Idaho Reading Indicator given three times annually. Any student scoring at or above the 95th percentile on at least two consecutive administrations of the IRI will receive further review using teacher and parent rating scales. The GATE Committee will then review the rating scales to determine if further testing using the Slosson and/or the Reynolds Intellectual Assessment Scales (RIAS) is merited.

F. ELIGIBILITY FOR PLACEMENT IN GIFTED PROGRAMS:

Please explain screening processes, referral processes, eligibility protocol, and criteria for placement (such as unmet needs, qualification and placement, and highly gifted placement). *(limit to space provided)*

Eligibility

Students qualify based on the selection matrix using the formal and informal assessments listed below:

Formal assessments include:

- ISAT
- WISC-IV/WAIS-III
- Torrance Tests of Creative Thinking
- Reynolds Intellectual Assessment Scales (RIAS)
- Slosson SIT-R3
- Idaho Reading Indicator
- Direct Math Assessment
- Direct Writing Assessment

Informal assessments include:

- Teacher checklist/recommendation
- Parent checklist
- GPA for upper elementary and secondary students
- Recommendation from staff or experts (talent in visual or performing arts, unusually creative or leadership ability)
- Portfolio assessment

The GT selection committee will be composed of the following members: guidance counselor or school psychologist, administrator, teacher(s) and the GATE facilitator.

G. PROGRAM EVALUATION:

Please explain how your district evaluates the gifted program, including procedures and frequency.

- Types of surveys administered in the district (e.g. attitudinal surveys given to parents, students, district personnel) and how the results are used for improvement
- Longitudinal data tracking (e.g. how the district follows students through their educational career in the district and how they perform in secondary school and post-secondary school; drop-out rates of identified elementary gifted students when they reach secondary school).
- Other means of evaluation

(limit to space provided)

Surveys will be sent by the GT facilitator to students, parents and teachers to evaluate:

- Whether district GT program goals are being met.
- Different components of GT program; e.g., differentiated instruction, curriculum compacting, identification and selection, professional development, materials, enrichment activities.
- In-district and out-of-district professional development activities.
- Determine the extent to which classroom teachers utilize curricular and instructional adaptations for GT students.

H. PROGRAM NEEDS:

Please check up to four (4) most pressing needs concerning gifted education in your district.

- 1) Professional development to increase GT endorsements
- 2) Professional development for general educators in GT best practice
- 3) Resources to purchase tools for identifying gifted students
- 4) Collaboration time
- 5) Professional development regarding how to identify in all five (5) areas of giftedness
- 6) Resources, curriculum, consumable materials

Other: please explain other needs or include any aspects of your gifted program this template has not addressed