

## Gifted/Talented 3-Year Plan

### Genesee School District 282

October 2016 by:

---

Name: Amy Wareham      Phone Number: 208-285-1162 x211

Position in District: Teacher

Current E-mail address: awareham@sd282.org

---

#### 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:

- a) How do gifted children's needs vary from the general population in your district?
- b) How do your district's approaches to teaching gifted children employ best practice?
- c) How do stakeholders in your district view an optimum gifted and talented program?
- d) How does your district seek to identify gifted students who are ELL, low income, and twice exceptional?
- e) How does your 3 Year Plan address the ESSA requirements for a well-rounded education?

The mission of the Genesee School, in partnership with family and community, is to provide all students with academic and life skills enabling them to become lifelong learners and responsible, productive citizens of our ever-changing community and world. Gifted students demonstrate potential

and achievement that far exceed their chronological age. Recognition of the unique needs and talents of the individual student guides the Genesee Gifted and Talented Program striving to motivate, challenge, and educate students to achieve their highest level of performance. Stake holders recognize the need for differentiated instructions, specialized programs, and related services. Genesee school strives for proportionate representation from all groups of the local population using multiple criteria and instruments to target diverse populations for identification. A well-rounded education will provide students with a wide selection of academic subjects with opportunities for an enriched curriculum that cultivates creativity, problem solving, persistence, communication, collaboration, and critical thinking.

**B. DEFINITION OF GIFTEDNESS:** Those who exhibit outstanding levels of competence or aptitude in one or more domains or areas.

- a) **Intellectual:** Indicated by a student's advanced intellectual development or potential as compared to his or her chronological age group including one who learns rapidly, is inquisitive, observant, and excited about learning.
- b) **Academic Area:** Determined by the student's high achievement, specific aptitude, or advanced comprehension and capabilities in one or more academic areas such as reading, writing, mathematics, spelling, science, and/or social studies.
- c) **Creativity:** Those who exhibit advanced or unique ideas, solutions, behaviors and insight producing alternative solutions and independent thinking.
- d) **Leadership:** Demonstrated by students who guide, direct, inspire, and influence others having a high expectation for self and desire to be challenged. Students also demonstrate good judgement, self-confidence, and responsibility.
- e) **Visual and Performing Arts:** Exhibited 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:

Describe the current status of gifted education in your district and your goals for improvement in the coming three years.

Team of professionals will identify and/or review student performance on an ongoing, regular basis.

Develop program components and foundations to meet federal and state mandates in addition to local needs.

Utilize multidimensional assessment processes (qualitative as well as quantitative) for gifted identification.

How might professional development assist personnel improve their delivery of gifted education? How is your district addressing professional development needs relating to identification of gifted children?

Provide ongoing professional development for personnel to enable teachers to understand the gifted and talented identification process, recognize characteristics of giftedness in diverse student population, and create and maintain high quality differentiation or advanced teaching techniques.

Develop a professional library of materials available to school faculty, staff members, and parents.

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?

Support differentiated instruction in the regular classroom and provide opportunities for enrichment and acceleration.

Improved instruction for gifted education might include curriculum compacting, learning contracts, teacher workshops, presentations, or

professional conferences relating to creating, developing, and monitoring learning for exceptional students.

Educate teachers and parents ways in which giftedness may be manifested (and sometimes concealed).

Facilitate opportunities for high level learning using a variety of strategies.

Promote student critical thinking and reasoning abilities.

Facilitate enrichment activities for independent projects allowing in-depth analysis of specific content areas.

#### D. PROGRAM OPTIONS:

Elementary:

While the classroom teacher is primarily responsible for the education of these children, the G/T teacher or facilitator will provide support and assistance including but not limited to:

- Curriculum compacting
- Professional Development (including parents)
- Enrichment and acceleration
- Academic competition
- Special projects or activities
- Guidance component (addressing healthy social and emotional development of gifted students)

Junior High/Middle School:

(Included in the High School section)

High School:

The secondary GT program will be offered to students in grades seven through twelve. The components may include:

- Differentiated instruction based on student interest, learning style, content, process and product.
- Curriculum compacting
- Professional development for staff and/or parents
- Accelerated math offerings
- Advanced placement courses and/or dual enrollment
- Online courses (IDLA, etc.)
- Individual mentor opportunities
- Challenge (individual student-directed projects)
- Academic competition(s)
- Special projects or activities providing peer interaction
- Academic testing preparation
- Guidance component (meeting social and emotional gifted student needs but also including academic advising, and/or vocational and career services)

E. IDENTIFICATION PROCEDURES: (Please remember that Idaho Code requires more than one means of identification)

Ensure use of multiple, traditional, and nontraditional strategies to assess student performance including standardized and criterion-referenced achievement tests, questionnaires, and performance based measures.

Screening Processes:

- a) Teacher of Elementary Student Checklist
- b) Parent of Elementary Student Checklist
- c) Expert nomination
- d) Informal checklists (for creativity, leadership, arts)
  - Student prepared evidence/work samples from non-academic/intellectual areas
  - Letter of recommendation
  - Portfolio

- Studies of factors contributing to student underachievement resulting from handicapping or disadvantaged students shall be considered
- e) Types of screening testing (list specific screening tools)
- ISAT/state testing scores administered yearly
  - Student Grades
  - Star Reading and Math test administered quarterly
  - CBM data
  - Scoring 95<sup>th</sup> percentile on at least two different administrations will be referred to G/T committee
- f) Eligibility
- Two grade levels above
  - Scores Advanced in one or more areas
  - WISC, RIAS, or W-J
- g) Criteria for Placement in gifted programs
- Scoring at or above the 95<sup>th</sup> percentile
  - If score is between 90-95<sup>th</sup> percentile, checklists and portfolios will be considered.
  - G/T Teacher or Facilitator will meet with parents and teachers to determine G/T plan.

## F. PROGRAM EVALUATION:

- a) 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
- b) 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).
- c) Other means of evaluation

Surveys evaluating gifted student level outcomes influenced by identification, curriculum, instructional practices, ongoing assessment of learning, professional development, parent involvement, and use of resources.

Please discuss briefly your district's most pressing needs concerning gifted education, especially in the areas of professional development and identification of students.

Professional development for classroom teachers in regards to G/T best practices.

Collaboration time between G/T facilitator and regular classroom teachers.

Resources, curriculum, and consumable materials.

Technology and software to support G/T students needs.