

# Gifted & Talented (GT) District Plan

School District: Mineral Point

Coordinator of GT Program/Evaluator: Dixie Dempsey, Director of Pupil Services/School Psychologist

GT Facilitator: Amanda Heisner

## Philosophy Statement

The district recognizes the unique value, needs, and talents of the individual student. The guiding characteristic of the Mineral Point Gifted and Talented Program is to provide gifted students with extensions of learning which afford them opportunity for exploring, experiencing, and expressing. 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.

## Definitions of Gifted and Talented

Mineral Point School District defines giftedness as superior ability in categories of intellectual, academic, creative, leadership, performing arts/visual arts.

## 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 (reading, writing, science, math, and social studies) as compared to his or her chronological age group. A formal achievement test is required for eligibility.
- 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.

## Program Goals

- Identify the gifted population, grades 3 through 11, 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 learning for the GT Facilitator, regular education teachers and families.
- Provide adequate funding to carry out the mission of the GT program through a combination of District funds, Title I and II funds.
- Develop a professional library of materials available to all faculty members and parents.
- Develop and review annually Individual Learning Plans (ILP) for each identified student based on their needs within the capabilities of the program.

## **Program Options**

### **K-Grade 2**

The GT Team works with the K-Grade 2 classroom teachers to gather information and compile data about students as they learn and grow through their early elementary school years. This may include annual surveys, diagnostic test results (STAR), and formative and summative assessment results. We strive to meet the needs of the K-Grade 2 students at the level that is appropriate within the regular education classroom by supporting the teachers with differentiation ideas and critical thinking strategies.

### **Elementary (3-5)**

The GT program at Mineral Point Schools encompasses third grade through fifth 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.
- Professional development for staff and parents.
- Enrichment and acceleration.
- Academic competition.
- Special projects or activities.

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

### **Secondary**

The secondary GT program will be offered to students in grades six through twelfth.

The components may include:

- Differentiated instruction based on student interest, learning style, content, process and product.
- Professional development for staff and parents.
- Accelerated math offerings.
- Advanced placement courses and/or dual enrollment.

- Online/Telepresence courses (WI Virtual School, BOOST, others).
- Individual leadership opportunities.
- Independent Study for credit.
- Academic competition(s).
- Special projects or activities providing peer interaction.

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

## Identification Procedures

### Screening Process

In the areas of Intellectual Ability and Academic Ability:

Phase 1: The STAR is administered to second through eleventh graders three times annually. Any student in third through eleventh grade scoring at or above the 97th percentile on at least two consecutive administrations of the screening tool will be referred to the GT Committee for further consideration. The GT Committee will then review the student’s data to determine if further analysis is appropriate. Other screening tools could include Fountas and Pinnell benchmark assessments and DIBELS.

Phase 2: If the student has shown to excel in Phase 1 screening then a more in-depth screening process will be implemented. The gathering of current and historical classroom data may include parent and teacher checklists, GATES (Gifted and Talented Evaluation Scales).

Phase 3: If the student has shown to excel in Phase 1 and Phase 2, formal cognitive and/or achievement tests, portfolios, will be administered after receiving prior parent consent.

In the areas of Creative Ability, Performing/Visual Arts Ability, and Leadership Ability educators in nomination areas as well as school guidance counselors will complete nomination forms and/or screeners to refer students for further consideration. The GT Committee will determine what, if any, further action should be taken, as outlined in the eligibility requirements for each student nominated or referred.

### Screening Process Protocol and Responsibility

Steps to identification	Responsibility	Criteria
1. Assessment results review (STAR, Forward, screeners, nominations or other)	School Psychologist, GT Coordinator, and/or GT Facilitator	Two consecutive assessments of 97% or higher OR teacher nomination
2. Teacher rating scales	School Psychologist, GT Coordinator, and/or GT Facilitator, current and immediate past classroom teachers	50% or more characteristics in at least one or more area
3. Meeting to review results	School Psychologist, GT Coordinator, GT Facilitator	

4. Parent contact for formal evaluation	GT Coordinator	Based on screening results
5. Formal Cognitive and Achievement assessments administered and gather pertinent data	School Psychologist	97%ile on Full Scale scores of cognitive ability and Broad achievement scores in the 97%ile.
6. Committee and parents meet to go over assessment results, make final determination, and develop an Individual ILP if student qualifies	GT facilitator arranges date	

## Eligibility

Students qualify based on using formal and informal assessments. Any **bold-faced** criteria must be met, with a minimum of two criteria in any category of giftedness required for identification.

Intellectual Ability	<ul style="list-style-type: none"> <li>○ <b>Acceptable Full Scale IQ test score of 97% or higher</b></li> <li>○ A score of 113 or higher on the Intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)</li> <li>○ At least five of nine items from Intellectual section of Checklist of Characteristics for Areas of Giftedness (CCAG)</li> <li>○ 6 or more items selected on the Teacher Checklist</li> </ul>
Academic Ability	<ul style="list-style-type: none"> <li>○ <b>A Broad Standard Score of 97% or higher on a formal test of academic ability in a specific academic area (math, science, social studies, reading, writing)</b></li> <li>○ A score of 113 or higher on the Academic subscale of the Gifted and Talented Evaluation Scales (GATES)</li> <li>○ At least four of seven items from Specific Academic Ability section of Checklist of Characteristics for Areas of Giftedness (CCAG)</li> <li>○ 6 or more items selected on the Teacher Checklist</li> </ul>
Creative Ability	<ul style="list-style-type: none"> <li>○ A score of 113 or higher on the Creativity subscale of the Gifted and Talented Evaluation Scales (GATES)</li> <li>○ At least five of nine items from the Creative Thinking section of the Checklist of Characteristics for Areas of Giftedness (CCAG)</li> <li>○ Student prepared evidence (project or activity)</li> <li>○ Letter of recommendation from a third party</li> </ul>
Leadership Ability	<ul style="list-style-type: none"> <li>○ A score of 113 or higher on the Leadership subscale of the Gifted and Talented Evaluation Scales (GATES)</li> <li>○ At least five of eight items from the Leadership section of the Checklist of Characteristics for Areas of Giftedness (CCAG)</li> <li>○ Student evidence of leadership activity(ies)</li> <li>○ Letter of recommendation from a third party</li> </ul>
Performing/Visual Arts Ability	<ul style="list-style-type: none"> <li>○ A score of 113 or higher on the Artistic Talents subscale of the Gifted and Talented Evaluation Scales (GATES)</li> <li>○ At least five of eight items from the Artistic section of the Checklist of Characteristics for Areas of Giftedness (CCAG)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Letter of recommendation from specialist in the area of nomination</li> <li>○ For ART: portfolio of work collected within one year of the student's current grade level to be reviewed by two or more educators</li> <li>○ For DRAMA: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators</li> <li>○ For MUSIC: audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators</li> </ul>
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Formal Assessments include:

- KeyMath 3 (math)
- TOWL 4 (written language)
- GORT 5 (reading)
- WISC V (Intellectual)

Informal assessments include:

- Classroom assessment data
- Recommendation from staff or experts (talent in visual or performing arts, unusually creative or leadership ability)
- Portfolio assessment (music, visual or performing arts)
- Supportive evidence produced by student

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

**Program evaluation**

Surveys will be sent annually by the GT Coordinator/Facilitator to students, parents and teachers to evaluate components of GT program; e.g., differentiated instruction, curriculum compacting, identification and selection, professional development, materials, enrichment activities.