

Gifted & Talented (GT) District Plan

School District: Mineral Point

Coordinator of GT Program: Dixie Dempsey, Director of Pupil Services

GT Facilitator: K-5 Laurie Heimsoth/6-12 Kris McCoy

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 12, 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 Learning Plans (ILP) for each identified student based on their needs within the capabilities of the program
- Evaluate the effectiveness of the program on an annual basis.

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.
- 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 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 twelve.

The components may include:

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

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:

The STAR is administered to kindergarten through tenth grade three times annually and SBA (Smarter Balanced Assessment) is administered to third through eighth grade students annually. Any student in third through twelfth grade scoring at or above the 97th percentile on at least two consecutive administrations of a screening tool (such as STAR, SBA or WKCE) 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 the DRA and EPAS. Further identification tools may include parent and teacher checklists, GATES (Gifted and Talented Evaluation Scales) formal cognitive and/or achievement tests, student GPA, portfolios, or expert evaluation, as appropriate.

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 (WKCE, STAR, SBA, screeners, nominations or other)	School Psychologist, GT Coordinator, and/or GT Facilitator	Two consecutive STAR, SBA, or WKCE combinations of 97% or higher OR teacher nomination
2. Parent contact and permission granted	School Psychologist	Based on assessment results
3. Teacher and parent checklists	GT Facilitator/ Classroom Teacher	Can be utilized at any time during the process
4. Formal Cognitive/Achievement/CBM assessments administered, as determined by the School Psychologist	School Psychologist	97%ile on Full Scale scores of cognitive ability and Broad achievement scores in the 97%ile.
5. GPA data gathered	Counselor or GT facilitator	
6. Other assessments administered, if warranted	School Psychologist	Committee input
7. 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 are required for identification.

Intellectual Ability	<ul style="list-style-type: none"> ○ Acceptable Full Scale IQ test score of 97% or higher ○ A score of 113 or higher on the Intellectual subscale of the Gifted and Talented Evaluation Scales (GATES) ○ 8-11 items from Intellectual section of Checklist of Characteristics for Areas of Giftedness (CCAG) ○ 6 or more items selected on the Teacher Checklist ○ ?? GPA or A/B consistency
Academic Ability	<ul style="list-style-type: none"> ○ 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) ○ A score of 113 or higher on the Academic subscale of the Gifted and Talented Evaluation Scales (GATES) ○ 6-8 items from Specific Academic Ability section of Checklist of Characteristics for Areas of Giftedness (CCAG) ○ 6 or more items selected on the Teacher Checklist ○ ?? GPA or A/B consistency
Creative Ability	<ul style="list-style-type: none"> ○ A score of 113 or higher on the Creativity subscale of the Gifted and Talented Evaluation Scales(GATES) ○ 6-9 items from the Creative Thinking section of the Checklist of Characteristics for Areas of Giftedness (CCAG) ○ Student prepared evidence (project or activity) ○ Letter of recommendation from a third party ○ 6 or more items selected on the Teacher Checklist
Leadership Ability	<ul style="list-style-type: none"> ○ A score of 113 or higher on the Leadership subscale of the Gifted and Talented Evaluation Scales (GATES) ○ 6-8 items from the Leadership section of the Checklist of Characteristics for Areas of Giftedness (CCAG) ○ Student evidence of leadership activity(ies) ○ Letter of recommendation from a third party ○ ?? GPA or A/B consistency
Performing/Visual Arts Ability	<ul style="list-style-type: none"> ○ A score of 113 or higher on the Artistic Talents subscale of the Gifted and Talented Evaluation Scales (GATES) ○ 6-8 items from the Artistic section of the Checklist of Characteristics for Areas of Giftedness (CCAG) ○ Letter of recommendation from specialist in the area of nomination ○ For ART: portfolio of work collected within one year of the student's current grade level to be reviewed by two or more educators ○ 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 ○ 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

Formal Assessments include:

- KeyMath 3 (math)
- TOWL 4 (written language)
- GORT 5 (reading)
- WIAT III (math, written language and reading)

Informal assessments include:

- Checklist of Characteristics For Areas of Giftedness (CCAG)
- Parent checklists
- GPA/Grades
- Recommendation from staff or experts (talent in visual or performing arts, unusually creative or leadership ability)
- Portfolio assessment
- Letters of Recommendation
- Supportive evidence produced by student

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

Program evaluation

Surveys will be sent by the GT Coordinator 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.