

Gifted and Talented 3-Year Plan



HORSESHOE BEND SCHOOL DISTRICT #73

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GIFTED AND TALENTED 3 – YEAR PLAN

IDAHO Code §33-2003

Gifted and Talented Mandate: “Each public-school district is responsible for and shall provide for the special instructional needs of gifted and talented children enrolled therein.” (See Chapter 1 in the Best Practices Manual for Gifted and Talented Programs in Idaho).

IDAPA Code 08.02.03.171.03

District Plan: Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the State Department of Education’s Gifted and Talented Coordinator no later than October 15, every three years thereafter and shall include:

- a. Philosophy statement.
- b. Definition of giftedness.
- c. Program goals.
- d. Program options.
- e. Identification procedures.
- f. Program evaluation.

Please provide a list of names, titles and contact information for all the people involved in the revision of this plan:

IDAPA Code 08.02.03.171.06

Administration: The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (See Chapter 2 in the Best Practices Manual).

Name: Kelsey Williams

Position: SpEd Director

Current E-mail address: williamsk@hsbschools.org

The program considerations checklist below will help create or rewrite the gifted and talented district policy so that is clear to all gifted stakeholders.

Program Considerations Checklist

The Best Practices Manual for Gifted and Talented Programs in Idaho: Chapter 2, pgs. 12-13

Program Considerations	Done?
<p>1. Funding: Funding is needed during all phases of a program. It will need to be considered in your identification and evaluation process. You need to understand how the funding works and what is inclusive of your program.</p>	Yes
<p>2. Program Coordinator: Regardless of the size of the program, there must be a district-level staff member responsible for program development, implementation and funding.</p>	Yes
<p>3. In-Service Training: This could include a needs assessment survey or a committee to train teaching staff in the initial planning portion of the program. This is helpful when beginning a program to educate all staff on the value of having a program. Having such a program will open lines of communication to avoid division between program personnel and all staff. NOTE: The program will more likely succeed with an attitude of helpfulness and support among all staff.</p>	No
<p>4. All Staff and Facility Needs: Districts with multiple schools/buildings often share a GT specialist. Often this teacher functions in an itinerant role and travels between the schools. Other times a central location is established, and students are brought in.</p>	Yes
<p>5. Community Resources: Community involvement builds support for the entire educational system, not just the GT program. A district may consider organizing a community resource catalog of stakeholders.</p>	No
<p>6. District Program Guide: Individual districts should consider producing a comprehensive district manual or program guide describing all programs and services for GT students in grades K-12.</p>	No
<p>7. Acceleration Policy: A district should develop policy concerning acceleration and continuity of service through grade 12.</p>	Yes
<p>8. Assignment Policy: District Policy should include a statement about the classroom assignments of students participating in GT Pullout programs. Goals of GT services are to provide more appropriate learning experience, not more work. Districts should take this into consideration when developing their program.</p>	???

<p>9. Student Transfer Policy: The GT services and identification criteria vary within Idaho and across the country. To ensure the continuation or onset of appropriate services, students identified as GT by one district, and who have transferred to a new district, should have their records reviewed by the new team.</p>	<p>Yes</p>
<p>10. Exits, Removals and Requests for Reviews: In planning the identification process, the procedures for handling exits, removals and requests for review need to be outlined. Regular re-assessment is an important part of GT programs.</p>	<p>Yes</p>
<p>11. Parent Rights: Parents have rights that districts must honor. For example, districts must inform parents about the identification of their children and the programs and services available. The Family Educational Rights and Privacy Act (FERPA) mandates several parent rights. “It is important that school districts notify parents of their rights to inspect and review their child’s educational records. Each educational agency/institution shall permit a parent or eligible student to inspect and review the educational records of the student.”</p>	<p>Yes</p>
<p>12. Student Files, Documentation and Record Keeping: Every student who is identified as GT within the school district will have a confidential file documenting the need for services. The student’s file should include the following materials:</p> <ul style="list-style-type: none"> • Referral and consent for testing • Summary of test results • Assessment documentation (e.g. checklists, nominations, test reports, anecdotal information, portfolio rating scale) <p>Decision of the GT team</p>	<p>Yes</p>

Philosophy Statement

A statement of philosophy expresses a rationale or basis for a district’s program. The philosophy statement should govern the gifted program. (See Chapter 2 in the Best Practices Manual, pg. 11)

The Horseshoe Bend School District believes that there are students in our District who are Gifted and Talented in the Areas of Intellectual abilities, academic proficiency, creativity and leadership. These students have the need to be challenged and enriched to meet their unique needs in the area they are identified.

Definition of Giftedness

Each school district should have a definition of giftedness that captures their G/T program. (See Chapter 1 in the Best Practices Manual).

“Gifted and talented children” means those students who are identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.”

Program Goals

Program goals are general statements of what the program intends to accomplish. They describe learning outcomes in general terms and provide a blueprint for implementation. They should describe the knowledge, skills, and values expected and should align with the philosophy statement while clearly stating the intentions of the program. You should have a minimum of three and a maximum of five goals. (See Chapter 6 in the Best Practices Manual).

1. Students will be challenged to meet their unique learning needs and develop their maximum potential through guidance and differentiated instruction.
2. Recognize students from all cultural and economic groups who possess exceptional academic and intellectual potential compared to others of their age, experience or environment.
3. Implement screening and Identification processes that include screening, referrals and formal and informal assessments.
4. Assist teachers in meeting the unique learning needs of “Twice Exceptional” students.

Program Options

Program development should include deciding how identified students are to be served, the personnel responsible for providing services, the different types of programming to be offered and how to differentiate curriculum to meet student needs. (See Chapter 6 in the Best Practices Manual)

1. Programming refers to a continuum of services that addresses the interests, strengths, and needs of students.
2. Programming should align with the district's philosophy statement, definition, and goals.
3. The ideal G/T program includes many options of curricular modification that are designed to meet the needs of students.
4. Comprehensive programming provides appropriate educational opportunities and program flexibility.

Elementary: Gifted students in the elementary school can be accelerated to receive instruction with students of higher grades in specific areas or subjects. Teachers may use differentiated instruction to give them more challenging materials within their own class. Other opportunities may include the use of online programs that are able to be individualized to meet the student at their current place of learning.

Middle School: Students at the Middle School will have the opportunity to participate in accelerated courses including but not limited to higher level online course work, differentiated instruction with the regular classroom environment, the option of taking additional courses (over load), and/or the opportunity to participate in leadership through student government and/or other clubs within the school. Students identified as gifted in art will be provided with the opportunity to participate in an independent study and/or advanced class if offered within district.

High School: High school students are able to take advanced placement and dual enrollment classes. They are also able to participate in additional clubs, activities, and leadership opportunities. Gifted and Talented students have the opportunity to be leaders in these organizations.

Other opportunities may include advanced online courses

Identification Process

The identification process should align to national/state guidelines and mirror the district's goals and programming options. (See Chapter 3 in the Best Practices Manual).

IDAPA Code 08.02.03.171.04

04. Screening. *The district's process for identifying gifted and talented students shall include the following steps:*

- a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and*

- b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and*
- c. The district shall match student needs with appropriate program options.*

IDAPA Code 08.02.03.171.05

05. Assessment. *Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources:*

- a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity.*
- b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.*
- c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject experts, and the students themselves.*

Step One: Screening Process

The purpose of screening is to develop a pool of students who may need further testing to

qualify for gifted services. All students are involved in the screening pool. All district students

will have equal opportunity for screening and further assessment, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with

disabilities, and children for whom English is a second language.

Screening Instruments:

- District MAP Testing
- State ISAT Results
- Referral initiated by classroom teacher, administration, parents, etc...

Step Two: Assessment

To qualify for gifted services students must have a qualifying score from one or more of the following assessments:

Achievement

- ISAT- 91st percentile or higher on the ELA, Math, or Science ISAT
- District MAP Testing – 91st percentile or higher in ELA or Math

Cognitive

- Cognitive Abilities Test (WISC-V) Screener

Intelligence

- Wechsler Intelligence Scale for Children (WISC IV)- 91st Percentile or higher on General Abilities Index or more than 2 subtests.

Creativity

- Torrance Test of Creative Thinking- 91 percentile or higher with at least an 80th percentile score academic or intellectual assessment.

Program Evaluation

Program Evaluation examines the overall effectiveness of the program and provides an opportunity to receive feedback. The primary reason for the evaluation is to give administrators guidance for future directions in how to refine their programs to better meet the needs of gifted learners (or accelerated learners). Students identified with gifts and talents should meet expected yearly progress as a result of improving components of gifted education programming. (See Chapter 7 in the Best Practices Manual).

Please use the following [RUBRIC](#) to evaluate your program.

1. Which of the five categories has the least amount of evidence to support your program and what supports will you give your team/staff to improve upon the weakest category?

Creativity & Performing Arts appear to be the area most in need and have the least ability of support due to our limited size and course offerings. At present time, students who qualified in this area would rely on supports offered outside of the school.

2. Include in your appendix section examples of the types of surveys specific to the gifted program that are administered in the district and how the results are used for improvement.

???

3. How does the district follow students in the gifted program? What longitudinal data tracking do you use? We will track students through district using State Testing, Grades and attendance. At the secondary level we will track classes they take such as advanced classes, honors classes and dual credit courses. We will also track scholarships and college acceptance along with attendance.

Appendix

Insert all supporting documents

Examples could include:

1. Referrals and consent for testing materials
2. Assessment documentation, e.g. checklists, nominations, test reports, portfolio rating scale, etc.
3. District program guide
4. District GT policy

Identification Matrix:

Horseshoe Bend School District #73

Gifted/Talented Program

IDENTIFICATION MATRIX: G/T PROGRAM

Name of Student _____ Age _____ Grade _____

Teacher _____ School _____ Date _____

Assessment Areas		Scores			
I. <u>Achievement Test:</u>					
Test Name:					
Reading-		95-99%ile	91-94%ile	85-90%ile	80-84%ile
Math-		95-99%ile	91-94%ile	85-90%ile	80-84%ile
Language-		95-99%ile	91-94%ile	85-90%ile	80-84%ile
or Total-		95-99%ile	91-94%ile	85-90%ile	80-84%ile
II. <u>Intellectual Test:</u>	Test	95-99%ile	91-94%ile	85-90%ile	80-84%ile
Name:					
III. <u>Creativity Test:</u>	Test	95-99%ile	91-94%ile	85-90%ile	80-84%ile
Name:					
IV. <u>Teacher Recommendation:</u>		55-60	50-54	45-49	40-44
V. <u>Parent Recommendation:</u>					
Learning:		31-33	29-30	27-28	25-26
Creativity:		28-30	26-27	24-25	22-23
Motivation:		28-30	26-27	24-25	22-23
VI. <u>Other:</u>					
COLUMN TOTALS:					
SCORE:					

Consent Form:

Horseshoe Bend School District #73

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398 School Drive
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Phone: (208) 793-2225

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Dr. Kelsey Williams, Special Services Director
williamk@hsbschools.org

Dear: _____ In a district-wide effort to identify students with exceptional ability, talent, and/or academic achievement, we are requesting permission to further assess your child.

Students are nominated for evaluation by the gifted and talented teacher at their school in one of several ways. They can be nominated by a classroom teacher, parent, another student, or themselves; or they can be determined to need further testing based on their scores on previously administered assessments like WISC V, WJ Tests of Cognitive Abilities etc.

Although the Horseshoe Bend School District does not have a “Pull Out” Gifted and Talented class there are many other opportunities to help meet the needs of gifted/talented children.

The District is requesting permission to evaluate your child in the following areas of Giftedness.

Specific Academic	
Intellectual	
Leadership	
Creativity	
Visual/Performing	

If you would like your child assessed for Giftedness, please return this form signed by a parent or guardian.

Signature

Date