# Rice Lake Area School District

# Gifted & Talented Program Plan



Updated: 2014-15

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# Gifted and Talented Rules and Statutes

## WI State Statute

*Wisconsin Statute 121.02(1) (t):* Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

**S. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

(1) In this section, the "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

(4) From appropriations under s. 20.255(2) (FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under Ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

## Administrative Rule

**PI 8.01(2)(t).2** Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.

Gifted and talented students shall be identified as required in s. 11835(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nomination. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35 (1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

# Vision and Mission

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## Rice Lake Area School District Vision
*The Rice Lake Area School District will educate and prepare all students to become successful members of our society.*

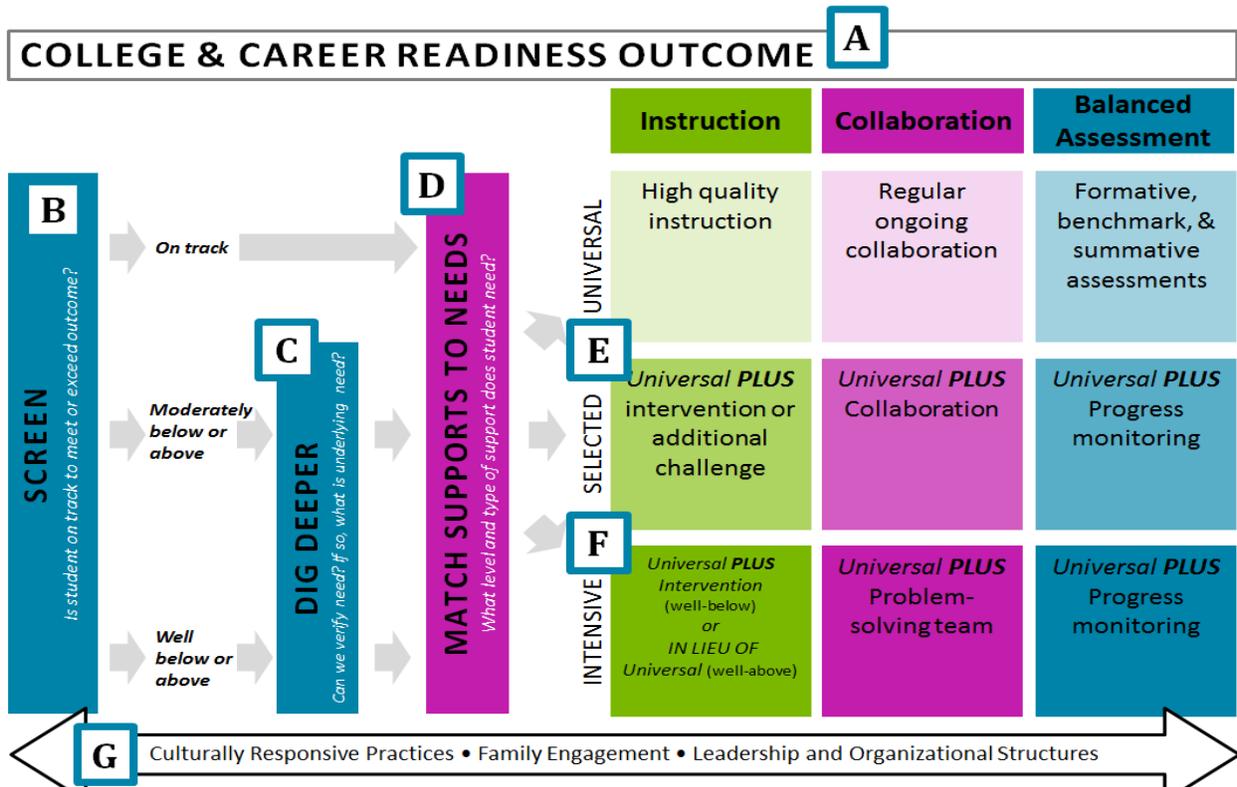## Rice Lake Area School District Mission
*We will partner with students, families, and community members to provide a safe learning environment to ensure our students achieve academic and personal success as they become life long learners.*

## Rice Lake Area School District Gifted and Talented Mission
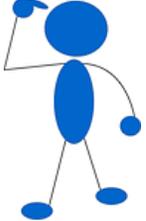*The Rice Lake Area School District ensures that students who demonstrate high intellectual abilities and/or potential for achievement, in one or more of the five areas of giftedness, are provided with opportunities and support that enable them to demonstrate learning growth. The five areas of giftedness are:*
- *General Intellectual*
- *Specific Academic*
- *Creativity*
- *Leadership*
- *Visual and Performing Arts*

# COLLEGE AND CAREER READINESS OUTCOME

**COLLEGE & CAREER READINESS OUTCOME** [A]

|  | Instruction | Collaboration | Balanced Assessment |
|---|---|---|---|
| **UNIVERSAL** | High quality instruction | Regular ongoing collaboration | Formative, benchmark, & summative assessments |
| **SELECTED** | Universal *PLUS* intervention or additional challenge | Universal *PLUS* Collaboration | Universal *PLUS* Progress monitoring |
| **INTENSIVE** | Universal *PLUS* Intervention (well-below) *or* IN LIEU OF Universal (well-above) | Universal *PLUS* Problem-solving team | Universal *PLUS* Progress monitoring |

[B] **SCREEN** *Is student on track to meet or exceed outcome?*

On track

Moderately below or above

Well below or above

[C] **DIG DEEPER** *Can we verify need? If so, what is underlying need?*

[D] **MATCH SUPPORTS TO NEEDS** *What level and type of support does student need?*

[E]

[F]

[G] Culturally Responsive Practices • Family Engagement • Leadership and Organizational Structures

# Descriptions of Gifted & Talented Identification Areas

### General Intellectual Ability (GIA)
*Demonstrated excellence in most academic areas*
Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.
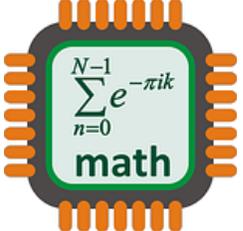
### Specific Academic Area (SAA)
*Exceptional ability and performance in a single academic area*
Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationship among facts, and see facts as parts of a more complex whole.
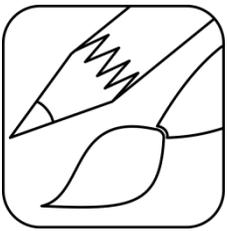
### Creativity
*Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems*
Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

### Visual & Performing Arts
*Ability to create/perform in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent.*
Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers on nominations, portfolios and expert assessment.

### Leadership
*Exceptional ability to relate to and motivate others*
Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.

# Bright Child versus Gifted Child

Research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. This information is published in the *Gifted Child Quarterly*, *Gifted Magazine* and *The Gifted and Talented Child*. It is important to note not all descriptors must be present to determine brightness or giftedness. These distinctions can be used as a teacher checklist to help identify gifted and talented students.

| A Bright Child... | A Gifted Child… |
|---|---|
| *Knows the answers.* | *Asks the questions.* |
| *Is interested.* | *Is highly curious.* |
| *Is attentive.* | *Is mentally and physically involved.* |
| *Has good ideas.* | *Has wild, silly ideas.* |
| *Works hard.* | *Plays around, yet tests well.* |
| *Answers the questions.* | *Discusses in detail and elaborates.* |
| *Is in the top group.* | *Is beyond the group.* |
| *Listens with interest.* | *Shows strong feelings and opinions.* |
| *Learns with ease.* | *Already knows.* |
| *Needs 6-8 repetitions for mastery.* | *Needs 1-2 repetitions for mastery.* |
| *Understands ideas.* | *Constructs abstractions.* |
| *Enjoys peers.* | *Prefers adults.* |
| *Grasps the meaning.* | *Draws inferences.* |
| *Completes assignments.* | *Initiates projects.* |
| *Is receptive.* | *Is intense.* |
| *Copies accurately.* | *Creates new designs.* |
| *Enjoys school.* | *Enjoys learning.* |
| *Is a technician.* | *Is an inventor.* |
| *Absorbs information.* | *Manipulates information.* |
| *Good memorizer.* | *Good guesser.* |
| *Prefers straightforward tasks.* | *Thrives on complexity.* |
| *Is alert.* | *Is keenly observant.* |
| *Is pleased with own learning.* | *Is highly self-critical.* |

# Rice Lake Area School District Gifted and Talented Identification Process

**Step 1:         Referral—All Students for Additional Services**
Teachers and or parents should return the completed referral form to the Gifted and Talented Coordinator.  Referral forms can be found online, or can be requested from the student's teacher/school.

**Step 2:         Identification of Students with Gifted and Talented Needs**
Parents and teachers may refer students for additional services for students with gifted and talented needs. These referral forms, along with other student data, are reviewed by a team that may include teachers, the Gifted and Talented Coordinator, the parents, the School Psychologist, and the building Principal.  Students can be nominated for a GT referral in grades K-12 at any point during the school year.

**Step 3:         Gather Additional Information**
The team will determine what additional information needs to be gathered in order to determine GT identification and services.  Parents will be contacted in case additional assessments are required.  Parents will give the school written consent in order to gather more information based on referral using identification tools and the criteria chart in the handbook.

**Step 4:         Review Results of More Information**
Within 60 days of receiving consent to gather more information, a meeting will be held with all relevant staff members and parents to review the results of the information collected and determine eligibility for the GT Program.  The evaluation report and eligibility checklist will be completed and shared with the team.

**Step 5:         If Eligible: Individual Learning Plan may be developed**
If the student is identified as Gifted and Talented and *requires individualized programming*, then the team will develop an Individualized Learning Plan that will meet the needs of the student. This document will be accessible to all relevant staff.  The student's educational team monitors the progress of students with gifted needs to ensure the continual growth of the student.

**Step 6:         If Not Eligible**
A copy of the evaluation report is sent home to parents/guardians.  The team will make appropriate recommendations using general education supports and services to meet the student's needs.

# Identification Tools and Criteria

## General Intellectual

A minimum of 2 criteria in one tier area required for identification.

- Scales for Identifying Gifted Students (SIGS)
- Cognitive Ability Assessment - 130 (+ or - 3)
- Nationally normed standardized test score at or above the <u>97th national percentile in two or more of the stated areas</u>: Reading Composite, Math Composite, Language Composite, or Total Score.
    - STAR (K -8)
    - PALS (PK - 2)
    - WKCE (4, 8 & 10, Science and Social Studies)
    - Badger 3-8 (3 - 8)
    - ACT Aspire (9 & 10)
    - ACT (11)

## Specific Academic Area

Analysis of the data should be conducted with the specific academic area in mind and the norm referenced academic achievement test results will be used to identify level of ability in specific skill. For academic areas for which there are no specific screening tests available, the student will be assessed using local assessments (i.e., end of year exams, skill competency), and only one criterion is required.

- Scales for Identifying Gifted Students (SIGS)
- Norm Referenced Academic Achievement (i.e., Woodcock Johnson)
- Nationally normed standardized test score at or above the <u>97th national percentile in two or more of the stated areas</u>: Reading Composite, Math Composite, Language Composite, or Total Score.
    - STAR (K -8)
    - PALS (PK - 2)
    - WKCE (4, 8 & 10, Science and Social Studies)
    - Badger 3-8 (3 - 8)
    - ACT Aspire (9 & 10)
    - ACT (11)

## Creativity

A score at or above the 97%tile in a minimum of 2 criteria required for identification.   Once referred, two or more of the following tools will be used in the identification process.

- Profile of Creative Abilities (PCA)
- Scales for Identifying Gifted Students (SIGS)
- Projects
- Products
- Test Scores
- Performance
- Portfolio

# Identification Tools and Criteria (cont.)

## Leadership

A score at or above the 97%tile in a minimum of 2 criteria required for identification. Once referred, two or more of the following tools will be used in the identification process.

- Teacher/Parent/Peer/Self-nomination
- Scales for Identifying Gifted Students (SIGS)
- Evidence of giftedness in student's performance ability in school or community.
- General Project
- Service Project
- Portfolio

## Visual/Performing Arts

A score at or above the 97%tile in a minimum of 2 criteria required for identification.  Once referred, two or more of the following tools will be used in the identification process.

- Teacher/Parent/Peer/Self-nomination
- Scales for Identifying Gifted Students (SIGS)
- Evidence of giftedness in student's performance ability in school or community.
- Teacher Checklists
- Products
- Projects
- Auditions
- Portfolio

# Key Characteristics of Effective Gifted Education Plans

**Systemic:**  Gifted education should be integrated with school-wide initiatives and programming across all grade levels, K-12.  Opportunities should be incorporated into the regular school day and the regular school year.

**Collaborative:**  Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.

**Sustainable:**  Gifted education should be an integral part of the school district's staffing and funding plans.  It should not be dependent on any particular person or funding source.

**Responsive:**  Gifted education should be responsive to local student demographics, curriculum, resources, and needs.

**Fluid:**  Gifted education should be flexible and continuously adapt to student need. Programming will likely differ based on local needs and community resources.  GT plans may vary from district to district and school to school.

**Appropriate:**  Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.
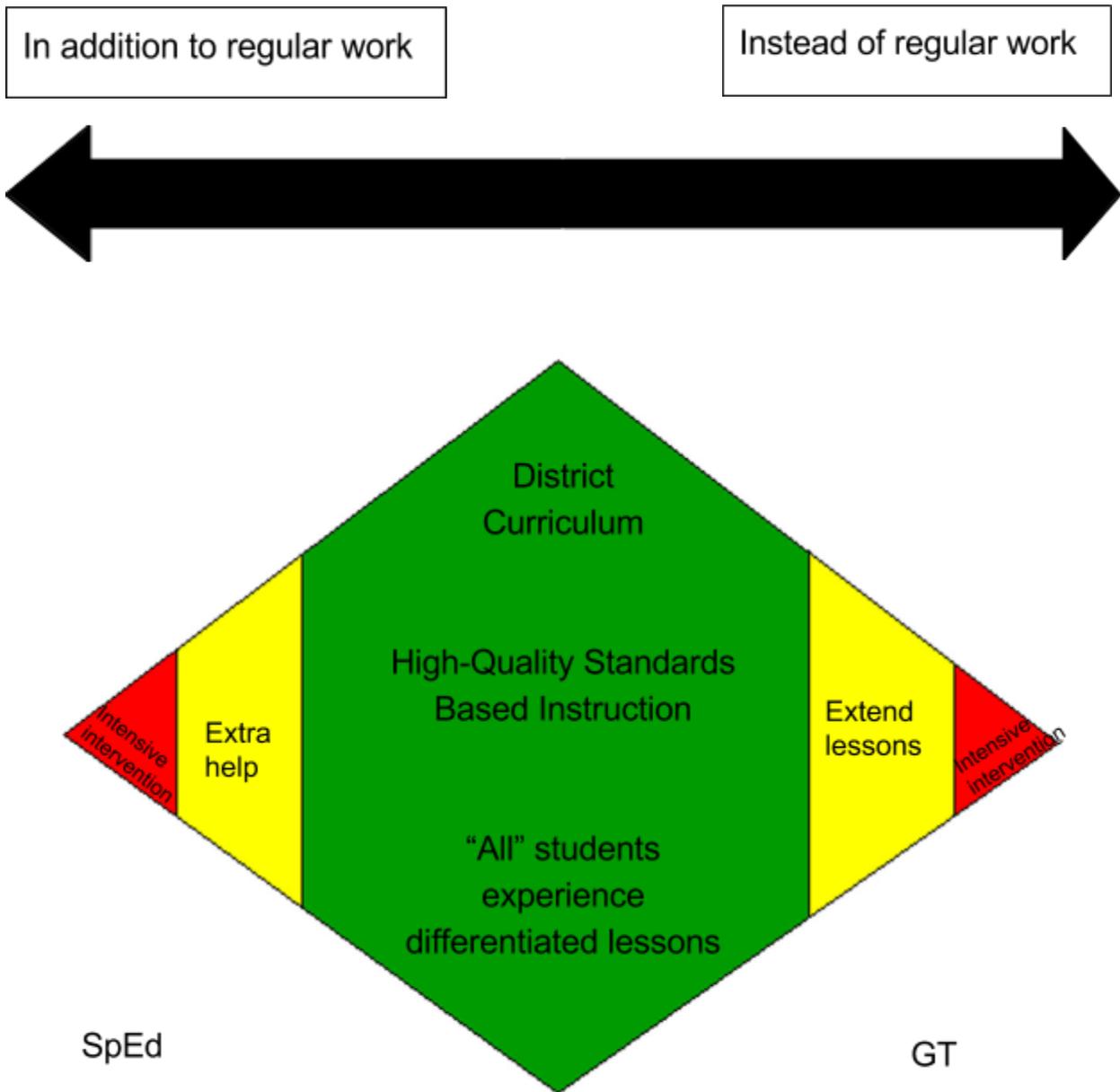
**Comprehensive:**  Gifted education should consider the "whole child" by encouraging academic, social, and personal growth of the students.

**Aligned:**  Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and use effective practice.

**Measurable:**  Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

# Tiered Support Framework

The graphic below denotes the relationship between the universal, targeted and selected options within the tiered support system.

In addition to regular work

Instead of regular work

District
Curriculum

High-Quality Standards
Based Instruction

Intensive intervention

Extra
help

Extend
lessons

Intensive intervention

"All" students
experience
differentiated lessons

SpEd

GT

# Key Terms and Definitions of Services Offered

- **Academic Competitions**
  - **Destination Imagination**
    - A volunteer-led, educational non-profit organization that teaches 21st century skills and STEM principles to kindergarten through high school students through creative and collaborative problem solving challenges. Team members' work together to develop a solution to one of 7 open-ended challenges and present their solutions at tournaments. Competitions are held at the local, regional, state, and national levels.
  - **Forensics**
    - Forensic competition is a contest between individuals or teams in various argument and advocacy skills. The works with middle school and high school students in speech and debate skills to help students become effective communicators, an essential skill typically required by all employers. Competitions are held at the local, regional, state, and national levels.
  - **Math Counts**
    - A nationwide middle school mathematics competition held in various places in the United States. The competition is designed for sixth, seventh, and eighth graders only.
  - **Science Olympiad**
    - A middle school team competition in which students compete in 'events' pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering. Competitions are held at the local, regional, state, and national levels.
  - **Spelling Bee**
    - A local contest in which middle school competitors are eliminated as they fail to spell a given word correctly.
  - **Quiz Bowl**
    - A quiz game that tests players on a wide variety of academic subjects. Standardized quiz bowl formats are played by middle school and high school students throughout the United States. The game is typically played with a lockout buzzer system between at least two teams, usually consisting of four or five players each. Players are read questions and try to score points for their team by buzzing first and responding with the correct answer.

- **GT 4-Day Writer's Workshop at CESA11**
  - A Writer's Studio Workshop where 6 middle school students will examine the text types critical for college and career readiness. Students will learn to convey complex ideas for Informative/Explanatory writing and support claims using valid reasoning and evidence for opinion or argument writing. A platform focused on collaboration and development of 21st century skills will also be targeted.

- **Northern Lakes Regional Academy Maker Space Day**
  - Middle School students attend NLRA for a day of project base learning in the areas of Computer Coding, App Design, Movie Production, Robotics, and Architectural Design with a presentation at the end of the day.

# Key Terms and Definitions of Services Offered (cont.)

- **Singapore Math Extensions**
    - A teaching method based on the national math curriculum used for kindergarten through sixth grade in Singapore. The term was originally coined in the U.S. to describe an approach, originally developed in Singapore, to teaching students to learn and master fewer mathematical concepts at greater detail as well as having them learn these concepts using a three-step learning process. The three steps are: concrete, pictorial, and abstract. In the concrete step, students engage in hands-on learning experiences using concrete objects such as chips, dice, or paper clips. This is followed by drawing pictorial representations of mathematical concepts. Students then solve mathematical problems in an abstract way by using numbers and symbols.

- **Rigorous Curriculum**
    - The RLASD curriculum serves as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade or course specific standards within a particular content area.

- **Common Core Aligned Curriculum**
    - An educational initiative in the United States that details what K-12 students should know in English language arts and mathematics at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce.

- **Subject Acceleration**
    - Subject acceleration is the process of providing students advanced content in a given subject, within the grade level, that significantly accelerate the pace and content.

- **Curriculum Compacting**
    - Curriculum compacting is a content acceleration strategy that enables students to skip parts of the curriculum they have already mastered and move on to more challenging content and activities.

- **Grade Level Acceleration**
    - Grade level acceleration is the practice of placing a child in a grade level past the one he or she should be moving into based on age. For example, a child in first grade may be moved into the third grade, thereby skipping second grade.

- **Early Admittance**
    - This will be handled by building principals and board policy.

- **Extend Your Education – EYE Lab (this inception is a work in progress)**
    - A space for middle school students to go to extend their learning if the student tests out of a specific concept.

# Key Terms and Definitions of Services Offered (cont.)

- **Technology Devices Utilized**
  - 3-D Printer
  - Laser Printer
  - Chromebooks
  - Work Station Computers
  - iPads
  - Camcorders
  - Robotics

- **Technology Driven Opportunities**
  - **Renzulli Learning (Initial Stages)**
    - Established in 1969, and for more than four decades Renzulli Learning has toppled barricades to student success by delivering award-winning K–12 learning acceleration software. Renzulli Learning brings together educational thought leaders, content experts, software engineers, designers, animators, and scriptwriters and challenges them to create the tools and resources teachers need to make the most of their precious time and energy. The approach combines rigorous, research-based instruction with fun, digital content and real-time, actionable data to produce greater student progress *faster*.

  - **Scratch**
    - With Scratch, you can program your own interactive stories, games, and animations — and share your creations with others in the online community. Scratch helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. Scratch is a project of the Lifelong Kindergarten Group at the MIT Media Lab. It is provided free of charge.

  - **Dreambox**
    - DreamBox Learning Math is a rigorous curriculum, delivered through the most advanced adaptive learning technology, and taught in a way that makes learning fun. The curriculum develops conceptual understanding, computational fluency, and problem-solving ability in alignment with standards in the U.S. Teachers and administrators get a detailed view of the progress each student is making in the Teacher Dashboard. The DreamBox Learning adaptive learning platform helps classroom teachers, schools, and districts effectively differentiate instruction for students. It accelerates learning at the same time as it makes learning math fun.

  - **IXL Math and ELA**
    - IXL is an environment where guessing is not an option, and success is earned through hard work and genuine understanding of each concept. To facilitate this deeper level of learning, every skill on IXL has been designed to engage students' minds. We approach topics from multiple angles, offer visual representations, provide a host of interactive activities, and more.

# Key Terms and Definitions of Services Offered (cont.)

- o **Khan Academy**
    - ◻ Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Khan tackles math, science, computer programming, history, art history, economics, and more. Khan's math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. Khan has also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.

- o **Tynker**
    - ◻ Tynker's mission is to provide every child with solid foundations in STEM, (Science, Technology, Engineering and Math) programming and critical thinking skills to prepare them to become better architects of their future world.  Tynker's creative computing platform helps children develop computational thinking and programming skills in a fun, intuitive and imaginative way. Tynker's innovative visual programming language, interactive self-paced courses, and game-based programming activities provide an easy introduction to programming, and empower children to innovate and create.

- o **Robotics**
    - ◻ Students can build and program robots and use software to plan, test, and modify sequences of instructions from a variety of real life robotic behaviors. Students gather and analyze data from sensors using data logging functionalities such as graph view. Robotics is an exciting way to bring science, technology, engineering and mathematics to a classroom.

- o **Fischer Technik Building Products**
    - ◻ With Fischertechnik you can experience technology directly and understand it easily. The basic Fischertechnik building block is still unique today allowing attachment on all 6 sides. This "many-sided" block forms the basis for all Fischertechnik construction sets, which are put together according to age and capabilities of the pupils and students. Fischertechnik has also been used successfully in schools, education and training for years.

- o **Computer Coding**
    - ◻ A process that leads from an original formulation of a computing problem to executable computer programs. Programming involves activities such as analysis, developing understanding, generating algorithms, verification of requirements of algorithms including their correctness and resources consumption, and implementation (commonly referred to as coding) of algorithms in a target programming language.

- o **School Counseling Services**
    - ◻ Services used on a need basis.

# Continuum of Services

| | | Elementary School | Middle School | High School |
|---|---|---|---|---|
| **Tier I** | **Universal:** Options provided to all students through core curriculum, differentiated instruction, and progress monitoring. | Differentiated lessons in area of academic strength delivered by classroom teacher.<br><br>Standards-based curriculum<br><br>High Quality Core Instruction<br><br>Consultation with GT Coordinator | Differentiated lessons in area of academic strength delivered by classroom teacher.<br><br>Standards-based curriculum<br><br>High Quality Core Instruction<br><br>Consultation with GT Coordinator | Differentiated lessons in area of academic strength delivered by classroom teacher.<br><br>Standards-based curriculum<br><br>General independent class selection |
| **Tier II** | **Selected:** Supplemental options provided for small groups who meet benchmarks early or quickly; increases likelihood of continued progress. | Collaboration<br><br>Classroom level extensions<br><br>GT Enrichment<br><br>Consultation with GT Coordinator | Collaboration<br><br>Classroom level extensions<br><br>GT Enrichment<br><br>Consultation with GT Coordinator | Enriched electives<br><br>Honors<br><br>Advanced Placement courses<br><br>UWBC courses |
| **Tier III** | **Targeted:** Individually designed interventions for students who exceed expectations and need extensions or acceleration in order to continue progress. | Acceleration (Subject or Whole Grade)<br><br>GT Enrichment<br><br>Consultation with GT Coordinator | Independent Studies<br><br>Acceleration (Subject or Whole Grade)<br><br>GT Enrichment<br><br>Consultation with GT Coordinator | Independent Studies<br><br>Modified Course Schedules<br><br>APEX/ALEKS<br><br>College Options |

# Policies and Procedures

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The following are Rice Lake Area School District policy and procedure associated with the gifted and talented program.

342.5 Policy:      Gifted and Talented Program

342.5 Rule:        Gifted and Talented Procedures

343.2 Policy:      Youth Options

343.3 Policy:      Enrollment and Credit for Middle School Students Taking High School Courses

343.3 Rule:        Enrollment and Credit for Middle School Students Taking High School Courses

343.4 Policy:      Course Options Program

343.3 Rule:        Procedures for Handling Course Applications through Course Options Program

343.7 Policy:      Virtual Education

343.7 Rule:        Virtual Education

344.4 Policy:      Grade retention, promotion, and acceleration of students

344.4 Rule:        Guidelines for Grade Retention, Promotion, and Acceleration of Students

344.41 Policy:     Grade Advancement- Grades 4 and 8

344.41 Rule:       Grade Advancement Implementation Procedure- Grades 4 and 8

344.42 Policy:     Grade Advancement- Kindergarten

344.42 Rule:       Grade Advancement- Kindergarten