

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

[Join with Google Meet](#)

meet.google.com/cfx-cmzi-egw

[Join by phone](#)

(US) +1 929-266-1569 PIN: 402 511 187#

Date: July 28, 2021

Time: 6:00p.m.

Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Members: Hollman (C), Jepson, J. Johnson

In Attendance:

Timer: _____

Recorder: _____

1. Consider Endorsement of the Gifted and Talented Handbook (Information / Action)
2. Timeline for Review of Wisconsin Academic Standards (Information)
3. Consider Endorsement of the Updated Curriculum Writing Process (Information / Action)
4. Research Overview on Highly Effective Schools (Information)
5. Begin Review of “Learning” Key Performance Indicators (Information / Action)
6. Curriculum Committee Planning Guide (Information / Action)
7. Next Meeting Date _____
8. Next Meeting Items:
 - a. Wellness Handbook (New)
 - b. Continue Review of “Learning” Key Performance Indicators
 - c.
9. Adjourn



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
 From: Danni Brauer
 Date: 7/22/21
 Re: Gifted and Talented Handbook Changes 2021-2022

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
Cover		Changed date
7	Mentoring	Removed broken link
9	General Intellectual Ability; Identification: IQ >	IQ>115
9	F&P; 2 grade levels ahead	F&P running records; 2 grade levels ahead
9	Specific Academic Area; Options	Removed: Science and Social Studies
9	Creativity; Identification	Removed: Score on Rubrics
11	This interview will be used to further understand the students' interests, learning style, and willingness to be challenged.	This interview will be used to further understand the student's interests, learning style, and willingness to be challenged.
15	Please submit completed form to the MES or LWJSHS office.	Please submit the completed form to the MES, MMS, LWHS or office.

School District of Manawa Gifted and Talented (G/T) Plan



Meeting the Needs of ALL Students

Approved by the Manawa Board of Education

August 2021

Table of Contents

Mission and Vision	3
What is Giftedness?	3
Bright Child Versus Gifted Child	4
Descriptions of Gifted & Talented Identification Areas	5
Identification of Students	6
Service Delivery Model	7
Gifted & Talented Identification and Options	9
Decision Process	11
Referral for Gifted & Talented Services	13
Parent/Guardian/Student Gifted & Talented Referral Form	14
Teacher Gifted & Talented Referral Form	16
Gifted & Talented Learning Plan	18

Mission and Vision

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

What is Giftedness?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as "gifted" in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner¹ notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and artistic.

Bright Child Versus Gifted Child






Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported, and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Gifted Magazine*. 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 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.

Descriptions of Gifted & Talented Identification Areas

Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas.

	<p>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.</p>
	<p>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 relationships among facts and see facts as parts of a more complex whole.</p>
	<p>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.</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music 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 around nominations, portfolios and expert assessment.</p>
	<p>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.</p>

Identification of Students

Grades K-2—Students in kindergarten, first, and second grades who display gifts/talents will generally not be formally identified but placed on a watch list. These students will work with the classroom teacher in their area of academic talent and their work will be used as additional evidence for formal identification when entering third grade. Exceptions may be made for young students requiring Tier 3 G/T intervention.

Grades 3-12—Students who are formally identified will have a G/T Intervention Plan and will be flagged in the student information system. This plan will identify the student’s strengths and weaknesses, provide for the type and level of opportunity to be provided, and be updated, at a minimum, annually. Formal identification can occur at any grade level above second, and at any time of the school year.

Twice Exceptional Children

These students are gifted children of above average abilities who also have special educational needs—ADHD, learning disabilities, autism spectrum disorders, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, SDM recognizes the importance of identifying and servicing this often under-represented group.

The following list should be viewed as characteristics which are *typical* of many children who are gifted and who also have a disability, rather than characteristics which *all* such children possess. These twice exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

STRENGTHS	CHALLENGES
Superior vocabulary	Easily frustrated
Highly creative	Stubborn
Resourceful	Manipulative
Curious	Opinionated
Imaginative	Argumentative
Questioning	Lack of interest in or quality of written
Problem-solving ability	Highly sensitive to criticism
Sophisticated sense of humor	Inconsistent academic performance
Wide range of interests	Lack of organization and study skills
Advanced ideas and opinions	Difficulty with social interactions
Special talent or consuming interest	

Identification of minority students (including students who are economically disadvantaged as determined by free/reduced lunch eligibility)—It is widely recognized that minority students continue to be underrepresented in gifted programs (from Sousa, D., *How the Gifted Brain Learns*, 2009). In order to close this gap, achievement scores will be used to compare students with similar backgrounds. Students who rank high on achievement relative to their ethnic or socioeconomic peers, will be considered for G/T services.

Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency, and intensity based on the student(s) for whom the service is being designed.

What is differentiation? (generally considered RtI Tier I)

Differentiation means providing students with different learning options, generally in the classroom, that best meet their learning needs. There are five elements of differentiation (Winebrenner, 2001) to include:

- Content—providing more advanced, complex instructional resources
- Process—defining higher order thinking methods for students to make sense of concepts or generalizations often in a more complex and abstract manner
- Product—offering choices in the ways in which a student demonstrates learning
- Environment—providing the setting that best suits the learning style and needs of the student
- Assessment—providing alternative means of documenting mastery of the curriculum

What is enrichment?

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended. One way in which enrichment is provided at the elementary level is the “seminar.” Students with a common interest or talent are placed together in a cluster group to participate in extension of the curriculum that may include one or more of the types of differentiation noted above. The classroom teacher facilitates many of the seminars at the elementary and junior high levels. Many departments offer independent study courses at the high school level which serve as seminars. Seminars cover the array of curricular areas and include the talent areas of leadership and fine arts as well. Flexible grouping structures are used so that enrichment opportunities may be provided to many learners over the course of the school year based on the students’ interests and areas of talent.

What is compacting?

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge or skills that need to be developed with the learner and those that have already been mastered. In this way, the unit of study or course is completed in a shorter period of time with a focus on the knowledge or skills needed further development. Compacting can also be used in situations where the student is able to learn the material more quickly than peers as the student needs less repetition or practice to accomplish mastery. Compacting can be done with individuals or with flexible groupings of students.

What is mentoring?

Mentors are individuals who have expertise with a certain skill set or knowledge base and are willing to share this expertise with students who have interests in that area. G/T personnel may seek mentors for individuals or small groups of students to extend the school experience beyond the grade-level curriculum and expectations. Adults, college students, and high school students may serve as mentors following completion of the district’s police background check process. “Mentor relationships with dedicated scholars, artists, scientists, or businesspeople are highly suitable for gifted adolescents” and provide an opportunity to network with individuals who share a common set of interests.

What is shadowing?

School personnel may arrange for students to shadow a person on the job site or in post-secondary institution to gain experience in an area of high interest for the able learner as another means of extending the school experience beyond the grade-level curriculum and expectations. Generally, an area business or educational institution provides this type of service.

What is acceleration?

Acceleration generally refers to students attending a class with older students. This option is used more frequently with students in grades 6-12 but includes full grade acceleration which may be used at any grade level. For example, a student may complete first grade in the spring of one school year and be enrolled in third grade for the following school year. A student might also be placed in an advanced grade-level for a single course. The more common application of acceleration is to have a middle school or high school student attend an upper level course. In this way, acceleration is course or subject specific and offers students the opportunity for learning options that provide acceleration in the needed areas while also enabling the student to participate in other courses and activities with age mates. Students may travel between the middle school and high school to access such course opportunities.

Seminar examples may include (but are not limited to):

- Everyday Leadership
- Junior Great Books
- Caesar's English
- Math Investigations
- Writer's Workshop
- Visiting Artist
- Physics Phun
- Inquiry Projects

Co-curricular opportunities may include (but are not limited to):

- Noetic Math Competitions – Grade 2 and up.
- Fox Valley Junior Math League—Grades 5-8
- Scripps National Spelling Bee—Grades 3-8
- National Geographic Geography Bee—Grades 4-8
- Destination Imagination—K-12+
- Student Council—Grades 3-12

Record of Services:

Currently, information about student participation in G/T services is documented in the student's cumulative file. All faculty that work with a student will have ready access to information about the learner in one location. Documents such as students' intervention plans, and seminar participation records are included in the cumulative file. All students identified as G/T will be flagged in the SDM student information system software.

Gifted & Talented Identification and Options

Area	Identification	Options
General Intellectual Ability	<p>Recommendation based on the following observables:</p> <ul style="list-style-type: none"> ● STAR scores of >90 percentile rank in both reading and math ● F&P running records; 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in all areas ● SBG scoring at a 4 early in the year in all subjects ● IQ >115 	<ul style="list-style-type: none"> ● Quiz Bowl ● Battle of the Books ● Debate Team ● Advance a grade level ● Enrichment projects ● Forensics
Specific Academic Area	<p>Recommendation based on the following observables:</p> <ul style="list-style-type: none"> ● STAR scores of >90 percentile rank in either math or reading ● F&P running records; 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in one area ● SBG scoring at a 4 early in the year in one subject ● Classroom data/grades 	<p>Math</p> <ul style="list-style-type: none"> ● Prodigy, Khan Academy, Accelerated Math, Moby Max ● Enrichment Projects ● Project Boxes ● Math Olympics or other competitions ● AP classes ● Accelerated reading class <p>Reading</p> <ul style="list-style-type: none"> ● Book bins filled with books at reading level ● Partner conversations with different grade level peers ● Enrichment projects ● Attend other grade's IR time ● Accelerated reading class ● Moby Max ● Battle of the Books <p>Writing</p> <ul style="list-style-type: none"> ● Accelerated writing class ● Enrichment projects ● Forensics
Creativity	<p>Teacher recommendation based on the following observables:</p> <ul style="list-style-type: none"> ● Divergent and unconventional thinking ● Unusual ideas or solutions to problems ● Original ideas and products ● Flexible and original thinking ● Tend to reject one-answer solutions ● Strongly independent ● Resist conformity ● The originality of thought, human behavior, and product 	<ul style="list-style-type: none"> ● UWSP STEAM Days ● Enrichment Projects ● Student Council ● Drama/One-Act Play ● Forensics

Artistic Visual/Music	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Ability to create or perform in music in a way that suggests exceptional talent ● Unusual adeptness or skill in the fields of music or visual arts 	<ul style="list-style-type: none"> ● Enrichment Activities ● Choir/Band/Art Club ● Drama/One-Act Play ● Forensics ● Advanced Classes ● Independent Study ● Solo and Ensemble ● Pep Band/Jazz Band
Leadership	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Influences peers ● Is sought out by others to accomplish a task ● Addresses the needs of others ● Holds high expectations for self and others ● Demonstrates or delegates responsibility ● Internalizes concepts of right and wrong 	<ul style="list-style-type: none"> ● Student Council ● FOR Club ● FFA ● FBLA ● Peer Mentor/Tutor

Decision Process

Identification can occur at any time during the school year. Servicing decisions are made based on the learning needs of the individual through the Building Consultation Team (BCT) process using the following data:

- Standardized test scores
- Interest inventories
- Performance data (classroom-based evidence like discussion, projects, written work, etc.)
- Subject or course specific assessments
- Teacher observation

Students may be referred for services by teachers or parents. At the secondary level, students may also refer themselves by contacting either their school counselor.

1. Upon receiving a referral form, the principal or designee will notify the student's parent/guardian and request any information for inclusion on the form. If the referral is initiated by the parent, the counselor will request that the student's classroom teacher (and other teachers if applicable) add school-related information to the referral form.
2. Counselors will collect other evidence of high-performance capability. This evidence may include but is not limited to: district or statewide test scores, (**local norm referenced test scores will be used for inclusionary purposes only; student whose performance in class work exceeds their standardized test scores will not be excluded from opportunities) classroom observation, classwork and portfolios, and audio or video evidence of performance in the arts. Multiple measures will be used to identify students and no single measure will be used to exclude students from G/T opportunities.
3. After evidence is collected, counselors may interview prospective student. This interview will be used to further understand the student's interests, learning style, and willingness to be challenged.
4. The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them of their child will be receiving G/T services. All records related to the intervention plan will be maintained by the principal or designee. The principal or designee will add a note in the student information system to indicate the student is identified as a G/T student. Since giftedness is a fluid and dynamic trait, students may at times be best served within their regular classroom and at times via pullout or accelerated opportunities. The BCT will use the following decision rules as a guide in decision making:

Intellectual/Specific Academic

- STAR >90th percentile
- F&P meeting benchmark 2 grade levels ahead (2nd grader fall scores at the fall 4th grade benchmark)
- Forward Exam, ACT Aspire, ACT plus Writing scores of Advanced, Exceeding, at or above 26
- Standards based grading consistently scoring 4s early in the year
- Teacher observation and/or work samples

Creativity/Leadership

- Teacher observation - screener (checklist created from Bright Child vs Gifted Child and

leadership style indicators)

- Work samples
- Awards or competitive events
- Outside projects or products

Artistic (Visual/Music)

- Art/Music teacher observation
- Work samples/Portfolio
- Expert assessment

5. Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary.
6. Steps four and five of this decision process are repeated until the student is at a level that precipitates a change in intervention.

Referral for Gifted & Talented Services

1. Complete the Gifted and Talented Referral form found on the school district website under District Programs.



2. Click on the Gifted and Talented link on the left-hand side.



3. Choose the Parent/Student Gifted & Talented Referral form or Teacher Gifted & Talented referral form under Resources on the right-hand side of the page.



Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings.



4. Fill out form and return to building office where the student attends.



Parent/Guardian/Student Gifted & Talented Referral Form

Parents/guardians/student should complete this form if they believe the nominee is performing well above grade level or demonstrating exceptional strengths or talents and would like the nominee's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:
Nominated by:

D.O.B.:
School:

Grade:

AREAS OF GIFTEDNESS	SPECIFIC EXAMPLES
<input type="checkbox"/> General Intellectual Ability Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.	
<input type="checkbox"/> Specific Academic Ability Shows unusual/advanced ability in: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	
<input type="checkbox"/> Creativity Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.	
<input type="checkbox"/> Artistic Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately, enjoys performing for others. Shows a heightened interest in: <input type="checkbox"/> music <input type="checkbox"/> art	
<input type="checkbox"/> Leadership Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.	

Briefly describe the nominee's major interests, hobbies, and other creative endeavors.

Please add or attach any other information which you believe is relevant and would assist us in getting to know the nominee's interests and abilities.

Parent/Guardian Signature:

Date:

Student Signature: (if self-nominating)

Date:

Please submit the completed form to the MES, MMS, or LWHS office.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
--	---	---

G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:

School Year:



Teacher Gifted & Talented Referral Form

Teachers should complete this form if they believe the student is performing well above grade level or demonstrating exceptional strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:

D.O.B.:

Grade:

Referred by:

School:

AREAS OF GIFTEDNESS	CHARACTERISTICS
<p style="text-align: center;"><u>General Intellectual Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1-2 repetitions for mastery <input type="checkbox"/> manipulates information
<p style="text-align: center;"><u>Specific Academic Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interests with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail
<p style="text-align: center;"><u>Creativity</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral/written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
<p style="text-align: center;"><u>Artistic: Visual Arts/Music</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> communicates his/her vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
<p style="text-align: center;"><u>Leadership</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences & implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others <input type="checkbox"/> sought out by others to accomplish a task

School Year:

Please include any other information you feel will help the team in making a decision about the needs of this student.

Please submit completed form to your building principal.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
--	---	---

G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:



Gifted & Talented Learning Plan

There are four ways to provide an appropriate education for gifted students in a regular classroom: change what is taught; change how it is taught; change the setting; change the assignment (what you require the student to do).

Date:

Student Name:

D.O.B.:

Grade:

Nominated by:

School:

Team Members:

Background Information-What We Know:

Summary of Results of Previous Plan(s):

Student Need(s):

Overall Goal for Student:

Differentiated Learning Plan:

Gift/Talent Identification Area:

- General Intellectual Ability
- Specific Academic Area
 - Reading
 - Writing
 - Math
 - Social Studies
 - Science
- Creativity
- Artistic
 - Visual
 - Musical
- Leadership

Begin Date:

End Date:

Provider:

Differentiation Strategies:

BCT Check-In Meeting Frequency:

Options:

Area	Options
General Intellectual Ability	<ul style="list-style-type: none"><input type="checkbox"/> Quiz Bowl<input type="checkbox"/> Battle of the Books<input type="checkbox"/> Debate Team<input type="checkbox"/> Advance a grade level<input type="checkbox"/> Enrichment projects<input type="checkbox"/> Forensics<input type="checkbox"/> Other _____
Specific Academic Area	Math <ul style="list-style-type: none"><input type="checkbox"/> Prodigy, Khan Academy, Accelerated Math, Moby Max<input type="checkbox"/> Enrichment Projects<input type="checkbox"/> Project Boxes<input type="checkbox"/> Math Olympics or other competitions<input type="checkbox"/> AP classes<input type="checkbox"/> Accelerated reading class

	<input type="checkbox"/> Other _____ Reading <input type="checkbox"/> Book bins filled with books at reading level <input type="checkbox"/> Partner conversations with different grade level peers <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Attend other grade's IR time <input type="checkbox"/> Accelerated reading class <input type="checkbox"/> Moby Max <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Other _____ Writing <input type="checkbox"/> Accelerated writing class <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____ Science <input type="checkbox"/> Crystal Growing Competition <input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____ Social Studies <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____
Creativity	<input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Student Council <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Artistic Visual/Music	<input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Choir/Band/Art Club <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Classes/Independent Study <input type="checkbox"/> Solo and Ensemble <input type="checkbox"/> Pep Band/Jazz Band <input type="checkbox"/> Other _____
Leadership	<input type="checkbox"/> Student Council <input type="checkbox"/> FOR Club <input type="checkbox"/> FFA

	<input type="checkbox"/> FBLA <input type="checkbox"/> Peer Mentor/Tutor <input type="checkbox"/> Other _____
--	---

Responsibilities:

Student:

Classroom Teacher:

Parents:

School Administration:

Review Date:

Additional meetings may be held if the need arises.

In Attendance	Signature
Administration	
G/T Representative	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	

Timeline for Review of Wisconsin Academic Standards

(Approved by the State Superintendent on the recommendation of the State Superintendent's Standards Review Council in October 2017, updated January 2021 - N.B. this is a tentative timeline)

2020

Single Cohort (notice of intent to review: January 2020, Updated Public Review, February 2021)

- English Language Development (2012)
- Mathematics (2010)
- Wisconsin Alternate Social Studies (new) - draft review Summer 2021

2021

Single Cohort (notice of intent to review: July 2021)

- Essential Elements: ELA (2014)
- Essential Elements: Mathematics (2014)
- Nutrition Education (2009)

2022

General Cohort (notice of intent to review: January 2022):

- Early Learning Standards (WMELS) (2014)
- Health Education (2011)
- Literacy in All Subjects (2010)

CTE Cohort (notice of intent to review: January 2022):

- Agriculture, Food and Natural Resources (2013)
- Technology and Engineering (2013)
- Family and Consumer Sciences (2013)
- Health Science (2013)
- Business and Information Technology (2013)
- Marketing, Management, and Entrepreneurship (2013)

2023

First Cohort (notice of intent to review: January 2023):

- Computer Science (2017)
- Information and Technology Literacy (2017)

Second Cohort (notice of intent to review: July 2023)

- Science (2017)
- Music (2017)

2024

First Cohort (notice of intent to review: January 2024):

- Environmental Education (2018)
- Social Studies (2018)

Second Cohort (notice of intent to review: July 2024)

- Theatre Education (2018)

2025

First Cohort (notice of intent to review: January 2025):

- World Languages (2019)
- Dance (2019)

Second Cohort (notice of intent to review: July 2025)

- Personal Financial Literacy (2019)
- Art & Design Education (2019)

2026

First Cohort (notice of intent to review: January 2026):

- English Language Arts/Reading (2020)
- Physical Education (2020)

Second Cohort (notice of intent to review: July 2026)

- English Language Development (2021)
- Mathematics (2021)
- Wisconsin Alternate Social Studies (2021)

Curriculum Writing Process

This document is intended to provide a systemic process guide but also needs to allow for professional flexibility.

Process:

1. Each year identified in the Curriculum Writing Long-Range Plan, write course curriculum using backward design and the district template. Draft curriculum maps are due to the Curriculum Director on or before August 15th.
2. In August or September, a K-12 department team meets to review the curriculum maps to look for vertical alignment and ensure standards are covered.
3. At the October meeting, the School Board Curriculum Committee reviews all curriculum maps from the group identified for curriculum writing when all members of the group have completed their work and recommends changes or for the full Board to consider approval.
4. Upon approval from the School Board, teacher stipends are paid to the entire group of teachers assigned to curriculum writing.
5. Teachers research and select materials needed to teach the curriculum for recommendation to School Board Curriculum Committee by January 15.
6. School Board Curriculum Committee reviews material recommendations and recommends changes or recommends to the full Board for approval.
7. Budget is created for the new materials.
8. Materials are ordered July 1.
9. Teachers attend New Curriculum Day in August or the designated summer training date for training on the implementation of the new materials.
10. New materials and curriculum are taught. Teachers take note of any needed changes to the curriculum.
11. Curriculum is updated based on teacher notes.
12. Ongoing teacher training needs are assessed in March for District Summer Sponsored Workshops or instructional coaching.
13. The need for any supplemental materials is assessed for inclusion in the budget.

Curriculum Writing Rotation

	Departments/Subjects	Stipend
Summer 2017	Special Ed - Life/Transition Skills Social Studies HS English CTE - 1 course articulated, teacher TBD	Special Ed. - \$700 Elem - \$525, MS - \$700, HS - \$1050 CTE - \$525 per course
Summer 2018	Special Ed - Sci/Soc St/Social Skills Science/Physical Education CTE - 1 course articulated, teacher TBD	Special Ed. - \$525 Elem. - \$525, Jr. High - \$700, HS & Elem. P.E. \$1050 CTE - \$525 per course

Summer 2019	Special Ed. - Math K-12 Math, At-Risk CTE - 1 course articulated, teacher TBD	Special Ed. - \$700 Elem. - \$525, Jr. High - \$700, HS - \$1050 CTE - \$575 per course
Summer 2020	Special Ed - ELA K-8 ELA K-12 Fine Arts CTE - 1 course articulated, teacher TBD	Special Ed - \$700 Elem. & Jr High - \$700, HS - \$1050 CTE - \$525 per course
Summer 2021	Cont. K-12 ELA (with CESA #6 trainer)	No payment until work is complete and Board approved.
Summer 2022	Complete K-12 ELA <ul style="list-style-type: none"> • K-8 (new) • 9-12 (revise & refine) CTE – one credit per teacher minimum K-12 Special Ed. – Essential Elements/DLM ½ K-12 Fine Arts Courses	*
Summer 2023	K-12 Math (revise & refine) ½ K-12 Fine Arts Courses K-12 Health/Nutrition CTE – one credit per teacher minimum until complete	*
Summer 2024	K-12 Social Studies (revise & refine) CTE – one credit per teacher minimum until complete	*

Curriculum Writing left to be done includes:

- CTE (selected courses)
- Spanish (all courses)
- Fine Arts (all courses for music and art)

*The curriculum writing stipend is:

- \$750 for 1.0 credit or a year-long course
- \$375 for .5 credit or a half-year course

The curriculum writing formula for calculation is based on a one credit or full-year course taking about 30 hours of work to complete at \$25 an hour.

Course Name:			
Credits:			
Prerequisites:			
Description:			
Academic Standards:			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:

Unit Name: Carpet Time	Length:
Standards:	Outcomes:
Essential Questions:	Learning Targets:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:



SCHOOL IMPROVEMENT FOR LEARNING

WHAT DRIVES YOUR PURPOSE?

ORGANIZING FOR SUCCESS

- “For teachers to be highly effective, they need to work in schools that are organized for success--- schools that enable them to know and reach their students, teach to worthwhile learning goals, use productive tools and materials, and continually improve their practice” (Darling-Hammond, 2010).

The Effects of Schools and Teachers on Student Performance

Impact on average student after 2 years

(Robert Marzano, "What Works in Schools: Translating Research into Action," ASCD, 2003)



Learning Situation

**Highly Effective School
Highly Effective Teacher**



96th % ile

**Highly Effective School
Average Teacher**



78th % ile

**Ineffective School
Highly Effective Teacher**



63rd % ile

**Average School
Average Teacher**



50th % ile

**Highly Effective School
Ineffective Teacher**



37th % ile

**Highly Ineffective School
Highly Ineffective Teacher**



3rd % ile

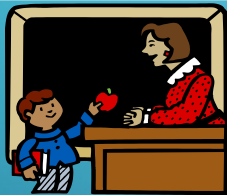
Factors Influencing Achievement

(Marzano, 2003)



School

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism



Teacher

6. Instructional Strategies
7. Classroom Management
8. Classroom Curriculum Design



Student

9. Home Environment
10. Learning Intelligence/ Background Knowledge
11. Motivation

SCHOOL IMPROVEMENT FOR LEARNING

Improvement Initiative	Rank Order	Effect Size
Teacher Credibility	1	0.90
Quality Feedback from Teachers	2	0.70
Teaching Strategies	3	0.57
Student Socioeconomic Status	4	0.52
Class Size	5	0.21
Ability Grouping	6	0.12
Grade Retention	7	-0.32

Hattie, 2017

STANDARDS ALONE ARE NOT CURRICULUM

- What?
 - Standards and benchmarks define “what” students need to know and be able to do.
- How?
 - Educators define “how” the standards and benchmarks will be taught by creating highly engaging learning experiences for students.

UNDERSTANDING BY DESIGN (WIGGENS & MCTIGHE, 2005)

- Backwards Design

Begin with the end in mind.

- Stage 1 - Desired Results

- Understandings (Students will know...)
- Essential Questions (Students will be able to do...)

- Stage 2- Assessment Evidence

- Stage 3- Learning Plan

GUARANTEED & VIABLE CURRICULUM

QUESTIONS TO FOCUS ON THE ACTIONS

1. Are essential content (knowledge and skills) identified for all students?
2. Is there adequate time for students to learn essential content, knowledge and skills?
3. Are instruction and assessment aligned with essential content (knowledge and skills)?
4. Are the vocabulary words students will be required to use on assessments taught in all classes?
5. Does attention remain focused on the goals for learning the essential curriculum regardless of the distractions that may arise during a year?

THANK YOU!

QUESTIONS?



SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<i>Key Performance Indicators</i>	<i>Notes</i>
<p>I. Learning</p> <p>A. Students will be proficient or better on internal predictive tests. (See bar graph slides.)</p> <ol style="list-style-type: none"> 1. Early Math (gr. 4K-K) & Literacy Screeners (gr. 4K-1) 2. STAR Reading & Math (gr. 1-8) 3. Aspire Periodic/PreACT/Mosaic (gr. 9-10) <p>B. 90% of K-12 students engaged in doing service projects annually.</p> <ol style="list-style-type: none"> 1. 2019-20 MES 100% of students (Pre-COVID-19 data) 2. 2019-20 MMS baseline not established at that time 3. 2020-2021 MMS 100% participation 4. 2019-20 LWHS 69% of students participated in some form of volunteerism 5. 2020-2021 LWHS 86% of students participated in some form of volunteerism <p>C. ISTE Standards will be 100% implemented by the end of the 2023-24 school year.</p> <p>D. Assess effectiveness of new secondary social studies resources using student proficiency of the course standards.</p> <p>E. 25% of students received post-secondary credits or certification(s) by the conclusion of the 2023-24 school year; 35% in 5 years.</p> <ol style="list-style-type: none"> 1. 2019-20 LWHS 19% of students received post-secondary credits or certifications 	<p><i>Internal predictive tests-universal screeners as defined by building/grade that predict how students will do on mandated assessments. (STAR, Fountas and Pinnell Running Records, Lucy Calkins)</i></p> <p><i>Proficiency for each predictive test is based on the state proficiency level except early literacy and math that are locally created.</i></p> <p><i>Volunteerism will be based on school sponsored or school-based groups/organizations who provide a service to the community.</i></p> <p><i>ISTE stands for the International Society for Technology and Education and is a global institution on research-based best practices in technology education and innovation.</i></p> <p><i>There are 6 AP classes; 1 CAAP class; and 3 articulated with Fox Valley Technical College.</i></p>

SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<p>II. Operation Efficiencies</p> <ul style="list-style-type: none"> A. Maintain an annual balanced budget. B. Levy to the allowable authority. C. Workers Compensation Experience Rate (a.k.a. MOD rate) will be kept under 1.0 <ul style="list-style-type: none"> 1. 2020 rate is 1.04 2. Cannot go lower than 0.70 statistically D. Bond Rating - A+ (2019) E. Update and implement 20-year Facilities Plan. F. Update and implement a 5-year Technology Plan. 	<p><i>To levy a tax means to collect a tax by legal authority</i></p> <p><i>MOD rate is a premium multiplier that measures the difference in the past workers compensation claims to the expected claims. This either increases or decreases the workers compensation insurance premium.</i></p> <p><i>A bond rating is a credit score obtained when borrowing. The District used Standard & Poor's (AAA-D) for our last referendum debt. This bond rating was established based on a stable local economy, a strong available fund balance, a moderate overall debt burden, and good district management practices. This is offset by declining enrollment.</i></p>
<p>III. Safe & Orderly Environment</p> <ul style="list-style-type: none"> A. 95% of students have no major offense. <ul style="list-style-type: none"> 1. High School (2020-2021): 86.4% of high school students didn't have a major offence 2. Middle School (2020-2021): 87.1% of middle school students didn't have a major 3. Elementary (2020-2021): 72% didn't have a major offense B. Maintain an annually approved School Safety Plan. C. No Out-of-School Suspensions/Expulsions <ul style="list-style-type: none"> 1. Elementary = 0 in 20-21 2. Secondary = 0 expulsions in 20-21 and 7 High School suspension and 7 Middle School suspensions D. 100% compliance with drills (evacuation, lockdown, lock out, shelter in place, etc.). 	<p><i>Major Offense - Behavior that rises to the level of administrative referral and/or police intervention.</i></p>

SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

IV. Engagement & Satisfaction

- A. Staff retention rate at 92% or higher.
 - 1. 2019-20 Retention Rate: 96.3%
 - 2. 2020-21 Retention Rate: 84.1%
 - a) 2020-21 resignation due to retirement:
5/85 = 5.9%
 - b) 2020-21 resignation (not retirement):
9/85 = 9.6%
- B. Less than 5% of K-12 students are chronically absent per WISEdash state expectations by the conclusion of the 2023-24 school year.
 - 1. 2020-21 MES 3.4% of students chronically absent
 - 2. 2020-21 MMS 6.5% of students chronically absent
 - 3. 2020-21 LWHS 6.9% of students chronically absent
- C. Secondary student engagement based on participation in co-curriculars (unduplicated count)
 - 1. MS: 63% of students engaged in at least one or more offering
 - 2. HS: 74% of students engaged in at least one or more offering
- D. Decrease open enrollment out/Increase open enrollment in.
 - 1. Establish Baseline
- E. Establish New Staff Survey - School Perceptions
- F. Establish Parent Survey - School Perceptions
- G. Establish Student Survey - School Perceptions

Retention Rate: the number of employees that left during the school year divided by the number of employees total at the end of the school year

Exit Survey: Currently only BOE members receive this data, it is suggested that the BOE creates a summary of recommendations to be shared with the administrative team.

Definition of Chronically Absent: Students are considered to be chronically absent if they miss 16% of school days per the DPI.

Open enrollment percent is based on all available possible resident students in the district (includes: St. Paul, all parochial/private school, homeschool, open enrollment out, current SDM enrollment but exclude Amish)

2020-21 Data - Co-Curriculars:

MS Offerings:

- 5 Academic Offerings*
- 9 Athletic/Club Offerings*
- 2 Musical Offerings*

HS Offerings:

- 13 Academic Offerings*
- 13 Athletic/Club Offerings*
- 5 Musical Offerings*