

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

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on

July 17, 2017

Table of Contents

Mission and Vision	1
What is Giftedness?	2
Gifted and Talented Identification Areas	3
Bright Child Versus Gifted Child	4
Decision Process	5-6
Identification of Students	7
BCT Meeting Format	8
BCT Referral Form	9-10
Service Delivery Model	11-12
Assessment Schedule	13
Expectations of Tier 1 Instruction	14
District	15
Manawa Elementary School	

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 the visual and performing arts.

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>

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.

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 high school level, students may also refer themselves by contacting either their school counselor.

1. Upon receiving a referral form, the guidance counselor 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 students' 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 in the student information system. Since giftedness is considered to be 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 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) need to set threshold
- 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.

Identification of Students

Grades K-2—Students in kindergarten, first, and second grades selected to work with the G/T teacher will generally not be formally identified but placed on a watch list. These students will work with the G/T 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 Level III G/T intervention.

Grades 3-12—Students who are formally identified will have a G/T Intervention Plan 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. Students who are not formally identified may continue to receive Level II RtI instruction if a demonstrated need continues.

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 expression
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.

BCT Meeting Format

1. Introductions	1 minute
2. Begin Meeting <ul style="list-style-type: none"> ● Overview of agenda/format 	1 minute
3. Summary of Concern - all notes in Skyward <ul style="list-style-type: none"> ● Giftedness identification - State strength in observable, measurable terms preferably using data ● Determine what data is needed and assign data collecting/recording responsibilities 	10 minutes
4. Create Goal <ul style="list-style-type: none"> ● State in observable, measurable terms ● Identify the behavior/performance desired 	4 minutes
5. Develop G/T Plan/Strategy <ul style="list-style-type: none"> ● What skill(s) will be taught based on the hypothesis? ● If it is a performance concern, what strategies will be used? ● How will the skill be taught or the strategies be implemented? ● Who will teach the skill and/or implement the strategies? ● When will the skill be taught and the strategies be implemented? ● How long will instruction occur (20 min. per day/3 times per week)? ● Where will instruction occur (whole group, small group, 1:1)? 	12 minutes
6. Set Progress Monitoring System <ul style="list-style-type: none"> ● What progress monitoring tool will be used? ● Can it be graphed? If not, try something that can be graphed. ● Who will monitor progress? ● How often will progress monitoring be done? 	3 minutes
7. Assign Responsibilities <ul style="list-style-type: none"> ● Who will support the intervention or instructional strategy? How? ● Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity? 	2 minutes
8. Determine Follow-up BCT Meeting Date <ul style="list-style-type: none"> ● Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow-up is needed.) ● Schedule data review in 4-6 weeks. 	1 minute

BCT Referral

1. Complete the BCT Referral form found in Skyward. Open your gradebook and choose My Classes.
2. Click on the class the student whom you want to refer is in.

400 LITTLE WOLF Jr/Sr HIGH SCHOOL

JEFF BORTLE's Classes

Dept	Subject	Terms	Period	Days Meet	Class	Description	
		1 - 4	0	MTWRF	006 / M2	HOMEROOM	Class Options
MAT	MAT	1 - 4	1	AB	MATH8 / 1	Math 8	Class Options
MAT	MAT	1 - 4	2	AB	MAT7 / 2	MATH 7	Class Options
MAT	MAT	1 - 4	3	AB	MATH8 / 2	Math 8	Class Options
		1 - 4	4	AB	005 / JH1	WOLFTIME	Class Options
MAT	MAT	1 - 4	5	AB	MAT7 / 4	MATH 7	Class Options

3. Choose the student you are referring to BCT.

Class Options

Class Roster for MATH8/1 Math 8

Last Name	First Middle	Grade	Alerts	A	I	Discipline	Test Scores
CHANCELLOR	AALIYAH MICOLE	08		1	1	2	1
GREENWOOD	KEONNA CAROLANN	08		2			1
GRIMM	JEREMY A.	08		1		1	1
Higgins	Katie LYNN	08		1		3	1
KLEMM	COLTEN J.	08		1		2	1
KRENKE	RILEY KARL	08				2	1
LINDER	ASPEN NICHOLE	08		6	1	4	
LORGE	EZRA THOMAS	08		3	2	1	1
MOEDE	MATAYA MARILYN	08		4			1
REYES	ALEXANDER RAFAEL	08		1		13	
SCHUELKE	PEYTON PATRICK	08				2	1
TAFT	JACK ROBERT	08				3	1
WEGENER	CARISSA	08		3			
WILSON	JEFFREY RAY	08		3			1
ZANDER	CAYLEB THOMAS	08					

4. On the left side of the screen, click on RTI Information.

Profile

Student Info

- Profile
- Attendance (1)
- Schedule
- Add/Drops (0)
- RTI Information
- Discipline (0)
- NCLB
- Academic History
- Test Scores (1)

GRIMM, JEREMY A.

845 S. BRIDGE STREET
MANAWA, WI 54949
Primary Guardian:
KIRSTIN ROPKE
(920) 538-3586

5. To the right of Team Referrals, choose Add Referral.

Home Teacher Access Administrator Access

RTI Information My Print Out

Student Info

- Profile
- Attendance (1)
- Schedule
- Add/Drops (0)
- RTI Information
- Discipline (0)
- NCLB
- Academic History
- Test Scores (1)
- Student Portfolio
- Recommendations (0)
- Family Access History (29)
- Activities (1)

GRIMM, JEREMY A Grade: 08

Watch List Flags Print RTI Plan

This student has no Watch List flags.

Team Referrals Add Referral

This student has no Team Referrals. View All Referrals

** Indicates that Intervention is linked to a Team Referral*

Student Interventions Add Intervention

This student has no Interventions.

6. Criteria Type: Choose

either Grading or Discipline Offenses.

- Criteria Group: Choose appropriate category for intervention.
- Fill in the text boxes answering each question as completely as possible.
- When finished, click the submit button at the top of the page.

Team Referral Maintenance

Student Information Submit

Student: PUKITALY000 ALYSSA ROSE PUKITA Grade: 05 Save as WIP

Back

Team Referral Maintenance

Entity: 100 - MANAWA ELEMENTARY SCHOOL

* Referral Date: 10/12/2016 Wednesday

* Date Received: 10/12/2016 Wednesday Date Closed:

* Criteria Type:

* Criteria Group:

Referred By: BRAUEDAN000 BRAUER DANIELLE

Assigned Team:

Student Strengths:

What is the academic/behavioral educational problem?

Provide the 3 or more sources of data indicating the student's needs with examples.

Desired outcome(s) of BCT process: describe, in specific terms, what you would like the student to do that s/he is not currently doing.

Describe previous interventions and their effects (include dates/people involved).

List dates and methods of parent contact including results.

Comments:

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. Many seminars are facilitated by the K-5 Gifted/Talented teacher but others are offered by the classroom teacher. 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? (generally considered RtI Tier II)

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. (http://www.education.com/reference/article/Ref_Mentor_Relationships/)

What is shadowing?

G/T 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 generally 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 information system. 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 SDM student information system software.

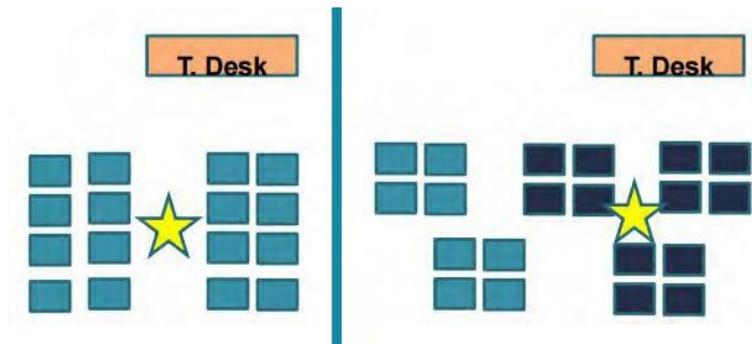
Assessment Schedule

Tentative Test Window	Assessment	Grade
FALL 2016		
September 6 – 23	STAR Screening in Reading and Math (Fall)	1 st -9 th grade (10-12 as needed)
September 6 – 23	STAR Early Literacy (Fall)	1 st – 2 nd grade
September 26 – October 21	Fountas & Pinnell	1-6 th grade
September 26 – October 7	STAR Early Literacy	4K-K
November 7 – 23	STAR Screening in Reading and Math (Late Fall)	1 st -8 th grade (9-12 as needed)
WINTER 2016-17		
January 3 – 31	Fountas & Pinnell	K-6 th
December 5 – February 17	ACCESS/ELL 2.0	
January 23 – February 9	STAR Screening in Reading and Math (Winter)	1 st -8 th grade (9-12 as needed)
January 23 – February 9	STAR Early Literacy	4K-2 nd grade
SPRING 2017		
February 28 (make-up March 21) February 28 – March 14	ACT plus Writing Accommodations	11 th grade
March 1 (make-up March 22) March 1 – 15	ACT WorkKeys Accommodations	11 th grade
March 20 – May 5	Wisconsin Forward Exam	3rd – 8th grade ELA and Math 4th & 8th plus Sci. and Soc. St. 10th: Soc. St. (only)
March 20 – May 5	Dynamic Learning Maps (DLM) (Alternate assessment for SwD)	3 rd – 11 th grade
April 24 – May 26	ACT Aspire	9 th & 10 th grade
May 1 – 30	Fountas & Pinnell	K-6 th grade
May 1 – 19	STAR Screening in Reading and Math (Spring)	1 st -8 th grade (9-12 as needed)
May 1-19	STAR Early Literacy	4K-1 st grade (as needed)

Expectations of Tier 1 Instruction

School District of Manawa

1. Framing the Lesson
 - a. Daily learning objective is posted and presented as “We will…” or “We can…”
 - b. Teacher discusses the objective at the beginning of the lesson
 - c. The closing question, product, or task is posted and presented as “I will…” or “I can…”
2. Work in the Power Zone
 - a. Teaching occurs in the middle of the learners
 - b. Teacher desk is for administrative tasks: attendance, entering grades, checking email
 - c. The front or side of the room is not as collaborative



3. Frequent,
Talk About the Learning Small-Group, Purposeful
 - a. Every 10-15 minutes, groups of 2-4 students briefly discuss a preplanned “seed” question
 - b. Teacher stays in the power zone for the discussion
4. Recognize and Reinforce
 - a. Make a big deal of the small things
 - b. Start reinforcing the work it takes to be successful
5. Write Critically
 - a. Writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts

Manawa Elementary School

Reading and Writing Workshop Model

1. 10-15 minute mini-lesson
2. Students read/write independently
3. Conference with students during reading/writing time
4. Mid-way check with students
5. Students continue reading/writing, Teachers continue conferencing
6. At the end of workshop, children gather together and celebrate a few student writing samples or reading accomplishments

Math Expressions

1. Quick practice/Daily Routine (5 minutes - set a timer)
 - a. Student led
 - b. Use everyday until students master the skills
2. Focus Activity (45 minutes)
 - a. Use the workbook pages
 - b. Use the lesson structures including:
 - i. Building concepts
 - ii. Student leaders
 - iii. Helping community
 - iv. Math Talk (students talk, teacher walks, observes, encourages, questions students)
3. Homework & Remembering (10 minutes)
 - ★ Keep the pace
 - ★ One lesson per day (almost always)
 - ★ Flexible grouping of student