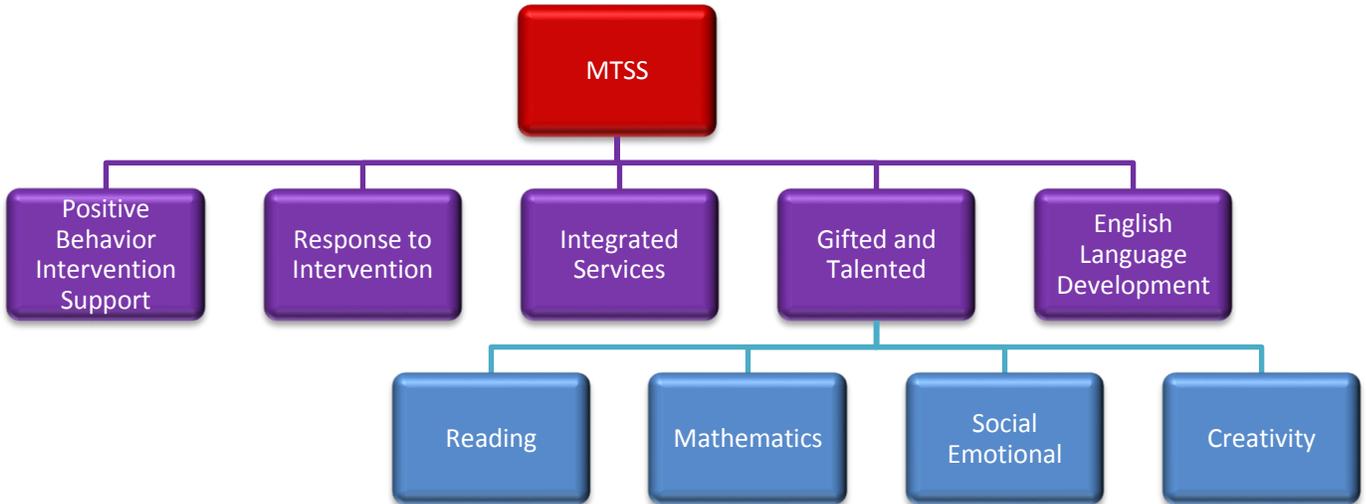


Zach Elementary Gifted and Talented Program Guidebook

(Collaboratively created by staff and parents)

Updated October 2016

The Big Picture



Mission

Our purpose is to inspire and nurture the development of exceptional abilities so that all gifted students demonstrate positive self-esteem, high-level thinking, and creative productivity. Zach Elementary uses a Multi-Tiered framework to promote daily, advanced differentiated instruction to meet the unique learning needs of gifted learners.

District Process for Gifted and Talented Identification

PSD's Gifted and Talented program allows for a higher degree of complexity, compacted standards, grouping by readiness/ability, and a focus on problem solving skills. The GT identification process, which aligns with state law, starts in 2nd grade, and GT programming begins in 3rd grade. Students must demonstrate 3 qualifying indicators/scores across 2 bodies of evidence to be identified as gifted and talented.

What is the Body of Evidence?

<p style="text-align: center;">Achievement</p> <p style="text-align: center;">Measure of Academic Progress (MAP) STAR Assessments Colorado Measure of Academic Success (CMAS)</p>	<p style="text-align: center;">Behavior Characteristics</p> <p style="text-align: center;">Scales for Identifying Gifted Students (SIGS)</p>
<p style="text-align: center;">Intellectual Ability/Aptitude</p> <p style="text-align: center;">Cognitive Abilities Test (CogAT) Kaufman Brief Intelligence Test (KBIT) Naglieri Nonverbal Abilities Test (NNAT) Torrance Test of Creative Thinking</p>	<p style="text-align: center;">Demonstrated Performance</p> <p style="text-align: center;">Portfolios Performance Tasks/Observations Interviews Products and Presentations</p>

Students can be identified in math and/or reading. Each identified GT student, with parent input, develops an Advanced Learning Plan (ALP) annually, with goals focused on their skills and needs, in cooperation with school staff. At Zach, our identified GT students experience advanced learning opportunities in reading and/or math. Students also may experience compacted standards in math. See page 4 for more details.

Assessments

CogAT: [Cognitive Abilities Test] All PSD 2nd graders are screened. CogAT is highly visual, does not have a time limit, is read aloud by the teacher, and does not require students to transfer answers to a separate answer sheet. CogAT assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. A student can only take a CogAT twice during their PSD career.

PARCC: [Partnership for Assessment Readiness for College and Careers] The PARCC is a group of states working together to develop high quality K-12 assessments in Mathematics and English Language Arts/Literacy that give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school. PARCC is given annually in 3rd-5th grades.

MAP: [Measures of Academic Progress] An online assessment taken in 2nd-5th grade three times a year to measure academic achievement and growth in reading and mathematics.

STAR: [Standardized Test for the Assessment in Reading] An online assessment given to solid readers K-1st, all students 2nd-5th, throughout the school year. STAR is available in math and reading.

SIGS: [Scales for Identifying Gifted Students] Given in cases of individual student referrals, SIGS is a norm referenced rating scale designed to assist schools in the identification of gifted students. It is assessed from home and school observational data of general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership.

Programming Common Language at Zach

Advanced Learners: Students who show high cognitive and achievement ability, but do not qualify as GT identified.

Advanced Learning Plan (ALP): The formal document used to establish goals for identified GT in the area of giftedness and affective needs. Although the completion of plan is assessed by rubric, it is not graded and included on report card.

Compacting: To go through standards at a quicker rate to allow more than 1 grade level standard to be covered in 1 academic year.

Gifted: GIFTEDNESS designates the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of his or her age peers.

Identification: The formal process of assessing a student and establishing content goals and program services.

W.I.N.: [What I Need] A time of day designated for specialized instruction for all students in the grade level without removing students from universal instruction. Typically, each group focuses on a different skill, instructional level or student need. Examples of WIN groups could include: Advanced/Extended learning opportunities, friendship skill groups, organization/homework/study skills, book clubs, and deeper comprehension skills for shared text

Instructional Strategies Common Language at Zach

Ability Groups: Consistent small groups or whole class groups collected together by skill or level of learning ability.

Choice Activity: An important strategy to empower the gifted child into pursuing his or her own interests. However, this must be balanced by adequate teacher guidance based on classroom observations and monitoring of academic and social growth.

Complexity: This can be explained in terms of the explanation of compacting. Compacting can be seen as a way to address complex and interconnected academic and social growth needs.

Differentiation: A strategy to provide instruction and student work at differing levels within the same time period of instruction.

Enrichment: Things like Lego Robotics, Odyssey of the Mind and other clubs can be seen as other optional opportunities, but is seen as part of the GT child’s day at school.

Flexible Groups: Students collected together temporarily to work on a targeted skill or enrichment.

Progress Monitoring: A process to assess a students' rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring should occur regularly and match the goal targeted in the ALP.

Tiered Interventions for GT Students at Zach

Students who are identified as GT all have ALPs, but have a wide range of abilities and needs. The table below shows available interventions and opportunities.

GT Student Tier 1 Universal (Available to all)	GT Student Tier 2 Targeted (Available to some)	GT Student Tier 3 Intensive (Available to few)
<ul style="list-style-type: none"> -Differentiated instruction within the classroom -ALP in identification area -Student grouping -Envision Math Resource -Khan Academy -Social/Emotional check in and reflection -Whole Child Extra-Curriculars <ul style="list-style-type: none"> 5th Grade Leadership Art Enrichment Chess G.E.M.S: Girls in Engineering Math and Science Green and Gold Choir Invention Convention and Science Fair Lego Robotics (need parent coaches) Math Olympiad Mighty Math Minds Odyssey of the Mind (need parent coaches) Running Spanish Zach Gives Back Student Project Sponsors 	<ul style="list-style-type: none"> -Include all tier 1 interventions -Compacted standards -Specialized coursework -Group mentoring -W.I.N. -Co-teaching 	<ul style="list-style-type: none"> -Include all Tier 1 and 2 interventions -Individual mentoring -Project based learning -Middle school math -Math grade advancement

Course Work Service Delivery at Zach

3rd Grade Mathematics

Advanced learners and identified Gifted and Talented students are ability grouped between two classes. One class is a math enrichment introducing above grade level topics and one class compacts all of 3rd and half of 4th grade standards into instruction. Supplemental materials and online programs may be used to meet student's needs. We will review formal assessment data each fall factoring in student numbers in order to best place students into an appropriate advanced learning environment.

Students have until October 1st each year to qualify for the compacted class:

- 3 or more scores at or above the 97th percentile on nationally normed assessment (COGAT, MAP, STAR, PARCC > 790)
- 2 or more scores at or above the 97th percentile and > 90% on the 3rd grade End of Year Assessment

4th Grade Mathematics

Advanced learners and GT identified students are ability grouped between two classes. One class is math enrichment introducing above grade level topics and one class compacts half of 4th and all of 5th standards into instruction. Supplemental materials and online programs may be used to meet student's needs. We will review formal assessment data each fall factoring in class size in order to best place students into an appropriate advanced learning environment.

Students have until October 1st each year to qualify for the compacted class:

- 4 or more scores at or above the 97th percentile on nationally normed assessment (COGAT, MAP, STAR, PARCC > 790)
- 3 or more scores at or above the 97th percentile and > 80% on the 4th grade End of Year Assessment

5th Grade Mathematics (for the 16-17 school year)

One class for GT identified students only, focused on 6th grade standards. Capped at 32. No additional students are able to enroll into this class after max cap is reached. The 2016-17 school year will be the last year for this class to be offered only to GT identified students; beginning in the 17-18 class the 4th grade math service delivery will roll up to 5th grade.

3rd Grade Reading

All 3rd grade students are grouped by homeroom for reading. For identified GT Reading students, our focus will be daily GT enrichment instruction and reading comprehension ability groups. Part of the reading block will be devoted to GT students (as a whole group) working with the GT teacher. Extension instruction will be aligned to grade level standards and will include ALP development. There may be additional GT Reading homework. Students will also receive comprehension instruction through small guided reading groups led by their homeroom teacher.

4th Grade Reading

Students are scheduled in ability grouped reading classes and receive ...

- ✓ Daily co-teaching instruction within an ability grouped reading class with a grade level teacher and GT coordinator. ALP Reading and Social/Emotional goal management integrated into class. Focus on depth of knowledge of 4th grade ELA standards, core novels, inquiry projects, author studies, choice menus, challenge prompts, and journaling.

5th Grade Reading

Students are scheduled in ability grouped reading classes and receive...

- ✓ Daily co-teaching instruction with a grade level teacher and GT coordinator within reading classes with like ability peers. ALP Reading and Social/Emotional goal management integrated into class. Focus on depth of knowledge of 5th grade ELA standards, core novels, inquiry projects, author studies, choice menus, challenge prompts, and journaling.