

EVERGREEN ELEMENTARY SCHOOL
GIFTED PLAN OF SERVICE

Our belief is that all children are gifts and are gifted. All children can and do learn, but not all at the same time or in the same way. Our belief is that children appear “gifted” at different times and under different circumstances. We also believe that most of the identification processes are not understood, are inconsistent, and are not fair. To avoid missing any opportunity for identification or service to children that may benefit from approaches considered for high achievers or talented youngsters we provide individualized instruction to all children. We plan for all of our students to demonstrate that they are:

- **Self-Directed Discovery Learners** who use positive core values to create a positive vision for themselves and their future; set priorities and achievable goals; create options for themselves, demonstrating an intrinsic motivation to learn; monitor and evaluate their progress and assume responsibility for their actions.
- **Collaborative Workers** who use effective leadership and cooperative group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings, and yet preserve personal rights.
- **Complex Thinkers** who identify, access, integrate and use available resources and information to reason, make decisions and solve complex problems in a variety of contexts, demonstrating verbal, numerical, and technological literacy.
- **Community Contributors** who contribute their time, energies, and talents to improving the welfare of self and others and the quality of life in their diverse communities, and are eager to share their learning with others.
- **Quality Producers** who create intellectual, artistic, practical, and physical products that reflect originality, high standards, and the use of advanced technologies.

**EVERGREEN ELEMENTARY SCHOOL
GIFTED PLAN OF SERVICE (continued)**

The design of our school directly reflects these desired outcomes for **all** of our students. We intend to have “**No Child Left Behind**”. Our school will be:

1. Standards-based
2. Project-oriented
3. Differentiated
4. Student-centered
5. Using flexible grouping
6. Focused on results
7. Expecting high quality work
8. Requiring student-led conferences
9. Including parental involvement
10. Using multiple assessments
11. Promote continuous progress

As we plan for instruction we will:

1. Be clear of what we want children to know and be able to do.
2. Use alternate sources and resources, varied support systems, and varied pacing plans.
3. Pre-assess student readiness, interest, and learning styles.
4. Assign students to groups or tasks based on one or all of #3 above.
5. Demand higher order thinking skills, make learning interesting, plan activities that focus on key concepts and/or generalizations, promote student choice, integrate skills with activity, require quality work, constantly gather data and make necessary changes to plans, and have students reflect on their own learning.
6. Encourage children to help develop scoring guides for use in evaluating products.
7. Consider strategies such as contracts, centers, interest groups, compacting, re-teaching, extending learning, and exploration.
8. Only require meaningful tasks.

Our assessment and reporting to parents will reflect:

- Classroom Based Assessment
- Developmental Continuums
- Reporting student Growth
- Student Portfolios

**STIKINE MIDDLE SCHOOL
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Identification: Grade levels 6th through 8th

Screening

1. The teacher at the appropriate level will make a recommendation, given a student is in the top 3% and 98th percentile on an approved standardized test.
2. The regular classroom teacher(s), building principal, and parent will meet as a Child Study Team (CST); the child may be deemed ineligible or referred for further testing.
3. Given the (CST) finds that additional testing is required. A recommendation will be made for the child to undergo IQ testing to determine the child's intellectual ability as measured on the Slossen Intelligence Test or other district-approved examination.

Referrals

The Child Study Team, made up of teachers, the principal and parents, may make referrals or by anyone believing the student exhibits outstanding academic intellect, ability.

Evaluation

ASSESSMENT MEASUREMENT - OVERVIEW

A set criterion approach is to be used to designate if a child may be considered gifted academically. Specific evaluative measurements, set criterion, cut off point for each are listed on the gifted identification criteria form.

ACADEMIC - Students referred for the academically gifted will complete the following evaluative measures.

Slossen Intelligence Test Guidelines for program qualifications will be a full scale of 135 or above. Performance (+ 4 standard error of the mean) or verbal IQ score of 135 or above may be used in special circumstances as determined by the CST.

Teacher Survey for Academically Gifted Children; the child's teachers will complete the teacher survey form for academically gifted children.

Parent Survey of Academically Gifted Children: A parent or legal guardian may nominate their child for the gifted program and must complete the parent survey form of academically gifted children.

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Matrix for Gifted Students

Assessment Items		Recorded Scores
I.Q. Scores Slossen	135	
Achievement Test		
Reading	99-98%tile	
Math	99-98%tile	
Writing	99-98%tile	
Science	99-98%tile	
Teacher Recommendation	Top 3% of class	

Services

Acceleration comes in many forms and will be used to serve gifted students.

Grade Skipping

They are encouraged by the teacher to proceed at their own rate and have systematically worked their way through the basic subjects ahead of the rest of the class. They have not only covered all the work for that year, but have finished the next year's work as well. The teacher has monitored their progress and knows there are no major gaps in the student's knowledge or understanding. As a result it is decided to accelerate the student.

Subject Acceleration

Involves going up to higher grades for particular subjects e.g. a gifted 6th grade math student may go up to Algebra or Geometry for math classes. However, the team should consider social appropriate placement before making this decision.

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In Class Acceleration or Content Acceleration

Content acceleration permits each student to progress in a subject or content area at the rate that best suits the students

- Higher ability
- Motivation
- Interests and/or current performance

In this form of individualized progression students

- Are permitted to work at interest / learning centers in the classroom
- Devote time to their special abilities and interests
- Negotiate contracts for independent study
- Work with parents and members of the wider community
- Have the assistance of a mentor
- Study a modularized curriculum
- Learn in small groups

Curriculum Compacting

This is a process of streamlining the grade level curriculum by eliminating material our students have previously learned, i.e. no repetitious examples are provided. While it is only a variation of individual progression it permits students to cover a set amount of work more quickly and then use that time to pursue an additional activity rather than more of the same.

Wrangell Public School reserves the right to use any one, all or none of these methods at the middle school.

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