

GIFTED EDUCATIONAL PLAN

Madill Public Schools

Madill, Oklahoma

INTRODUCTION

An important goal of the Madill Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities. We believe that all children should have the opportunity for the best instructional program possible and that all students should be provided equity of educational opportunities. The district will provide educational programs which are designed to provide the experiences necessary for those students identified as "Gifted and Talented."

Initiatives to provide those appropriate educational experiences will include:

- ❖ Assessing the instructional level of identified students and considering the unique learning characteristics of each child,
- ❖ Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace,
- ❖ Providing differentiated curriculum to meet unique needs,
- ❖ Appropriately matching the programs and support services to the individual and;
- ❖ Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

I. Identification of students for gifted educational programming

A. Site Committee on gifted educational programming

- The gifted committee at each school site will include the site coordinator for gifted programming who will be the site principal or his/her designee, plus the counselor, one teacher and others as appropriate.
- The site committee will be chaired by an educator with training in gifted education. This training may include attending workshops sponsored by the SDE, Encyclomedia, OAGCT, or training through podcasts or DVDs in differentiated instruction or other areas related to Gifted Education.
- The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

B. Process for identifying students

- Procedures used in the identification process will be non-discriminatory with respect to race, economic background, national origin and handicapping condition.
- Students who score in the upper 3% of a national standardized test of intellectual ability are automatically qualified for the gifted program.
- Nominations will be sought from a wide variety of sources including professional educators, parents, community members, peers, self, or others as appropriate.
- Data will be collected on nominated students and recorded on a multi criteria evaluation matrix.

Testing methods will include:

- ✓ test results from Standardized tests of intellectual ability
- ✓ standardized norm-referenced, non-modified, achievement tests
- ✓ state mandated, non-modified, criterion-referenced tests
- ✓ grades and evidence of student classroom performance or ability that is not modified
- ✓ other measures as appropriate
- ✓ testing may be done individually or in groups but individual testing will not be administered without prior parental consent

Non-testing methods will include:

- ✓ checklists rating the behavioral characteristics of superior students
- ✓ student work portfolios
- ✓ student achievement outside the school's curriculum
- ✓ teacher recommendation
- ✓ other as appropriate

C. Site Committee analyzes data and makes placement decisions

- Each site committee including administrators, teachers, and counselor will collect, analyze data, maintain appropriate records, and make professional decisions on placement of students.
- The identification process yields information obtained through a variety of procedures and from many independent sources.
- Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.
- Students will not be formally identified until grade three. Before third grade, students in PK-2nd grades who score advanced on off grade achievement tests, and/or demonstrate gifted ability, supported by other evidence, may be noted as "potential gifted" and be placed in the gifted program in the future as determined by the site committee.
- A score in the top 3% on a nationally standardized test of intellectual ability automatically qualifies students for placement into the gifted/talented program.
- Students will not be placed without parental consent.

- Students' placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.
- Uniform identification procedures will be used to identify students for specific gifted educational programming options.
- To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists and other relevant information.
- Placement will be made in programming options appropriate to the student's educational needs, interests and/or abilities agreed upon by the District Committee with parent approval.
- Identification of gifted students is an ongoing process extending from year of entry through twelfth grade.
- Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
- Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience in Madill Public School.
- Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner.
- Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
- Students may be removed from a programming option which is not meeting their educational needs following a conference with parents. Written parental permission will be secured if the student has scored in the top 3% of the standardized test of abilities before a student is removed from the program.
- Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.
- Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or as long as needed for educational decisions.
- Parents will be asked to grant written permission for individual testing.
- Parents will be given written notice that their child has been identified for placement in gifted educational programming, and will be provided a summary of the gifted educational programming to be offered their child.
- Parents may appeal a placement decision with which they disagree. Appeal will be made to the site committee. Further appeals may be made to the district program coordinator.
- One additional evaluation will be made available upon parent request.

D. Advertisement of the Gifted Program

The public will be informed about the gifted and talented program through the district student handbooks. The Gifted Education Plan will be made widely available, and will be available upon request to the community.

II. Differentiated Education

A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.

- Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
- Students will be placed in programming options based on their abilities, needs and interests.
- Gifted child educational programming is ongoing and a part of the school schedule.
- Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.
- Curriculum for the gifted extends or replaces the regular curriculum.
- Curriculum is differentiated in content, process and/or product.
- Content is differentiated in breadth, depth and/or pace.
- Process for gifted students stress creativity and higher order thinking skills.
- Curriculum is planned to assure continuity.

B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a program that is an integral part of the total school program.

- Each site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
- Appropriate flexible pacing may include one or more of the following:
 - ✓ Individualization of Instruction-Instruction of an individual student focused on the specific educational needs of that student.
 - ✓ Proficiency Based Promotion-Advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on the Madill Public School Board approved assessments.
 - ✓ Honors, Differentiated or Enriched Classes-Include differentiated curriculum and accelerated content designed for able students.
 - ✓ Independent Study-Individually contracted in-depth study of a topic; also a course of unit study taken.
 - ✓ Continuous Progress-The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
 - ✓ Cluster Groups-Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

- ✓ Instructional Groups-Any group of identified able learners organized to provide planned differentiated instruction in curriculum areas.
- ✓ Cross Grade Groups-Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for learning task and performance expectations.
- ✓ Curriculum Compacting-A system designed to adapt the regular curriculum to meet the needs of above average students by either limiting previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- ✓ Acceleration-Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than average.
- ✓ Dual Enrollment-Qualified students may take higher site level courses.
- ✓ Concurrent Enrollment-Qualified students will be allowed to enroll concurrently in university or college level courses.
- Enrichment may include one or more of the following:
 - ✓ Enrichment of Content in Regular Classroom-Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.
 - Learning Centers
 - Guest Speakers
 - Field Trips with Academic Purpose
 - Independent Study
 - Academic Competitions
 - Junior Great Books
 - Great Books
 - Recommended Reading Lists including Classics
 - Vocabulary Enrichment
 - Resources Materials beyond scope of regular classroom materials
 - ✓ Mentorships-A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
 - ✓ Seminars-Special short-term sessions where students focus on one area of study.
 - ✓ Creative and Academic Competition-Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples may include:
 - Science Fair
 - Geography Bee
 - Spelling Bee
 - Invention Convention
 - Math Olympiad
 - Engineering Fair
 - Math Counts

- National History Day
 - Odyssey of the Mind
 - Academic Team
 - Curriculum Contests
 - Quiz Bowl Contests
 - Mock Activities (Elections, Trials, Debates, United Nations, etc.)
 - ✓ Interest Groups-any group organized from one or more classrooms on the basis of interested in a topic; usually short term in duration.
 - ✓ Differentiated or Enriched Classes-Include differentiated curriculum and accelerated content designed for able students.
 - ✓ College Level Coursework through Concurrent Enrollment
 - ✓ Online Course Work including College Level
 - ✓ Advanced Placement Courses
 - ✓ Technology for Research, Advanced Studies and Programs
 - ✓ ACT Preparatory Course/Materials
 - ✓ Computer Labs
- Academic/Social Support may include one or more of the following:
 - ✓ Guidance and Counseling-Planned activities, sessions and policies that assist students in planning their academic career in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
 - ✓ Special Career Days-Incorporated to assist students in planning their academic career in school and after high school.
 - ✓ Career Units-Taught to encourage students to begin planning for their futures.
 - ✓ Duke Talent Search-Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
 - ✓ Hugh O-Brien Leadership Conference
- Staff Development Programs may include:
 - ✓ Implementation of Madill School District Gifted Program
 - ✓ Training may include gifted workshops through State Department of Education, Podcasts, DVDs on Differentiated Education, or other programs designed to educate and assist in the area of gifted education
 - ✓ Components of Appropriate Flexible pacing
 - ✓ Integrated Curriculum/Thematic Units
 - ✓ Learning Styles
 - ✓ Higher Level Thinking Skills
 - ✓ Problem Finding and Problem Solving

III. Evaluation

- A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee.
- The Gifted Education Advisory Committee will set aside one meeting a year at which parents and other community members may speak and express themselves concerning gifted educational programming.
- Evaluation findings are communicated to appropriate audiences.
- Student progress is evaluated with evidence of mastery of content, higher level thinking skills and creativity.
- A plan for evaluation is developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of data.
- The site coordinator will maintain an individual file for each identified student enrolled in his/her school. The "Gifted and Talented File Folder" must be maintained throughout the child's school career and must move with the child from grade to grade. The Gifted and Talented Folder must be filed separately from other records and must contain:
 - ✓ The copy of the Letter to Parents notifying them of their child's gifted placement.
 - ✓ The Nomination Form, unless identified by IQ test score.
 - ✓ A copy of the test results that resulted in gifted and talented placement (only if placed by IQ test score)
 - ✓ The Nomination Form, unless identified by IQ test score.
 - ✓ A copy of the Multi criteria Evaluation Matrix (If not placed by IQ test score)
 - ✓ Evidence of participation in gifted/talented activities including advanced courses, field trips, academic contests, or others.
 - ✓ Copy of Removal Notifications and Parental Consent for removal where applicable
- The evaluation process assesses each component of gifted educational programming including:
 - ✓ Identification
 - ✓ Instructional Program
 - ✓ Professional Development
 - ✓ Teacher Selection
 - ✓ Community Involvement
 - ✓ Program Management
 - ✓ The Evaluation Process
- The evaluation process will focus upon the appropriateness of educational programming provided for gifted students and will provide accurate, timely and relevant information to decision-makers for improving programming options offered gifted students.
- Data for evaluation will be obtained from a variety of instruments, procedures and information sources.
- Evaluation findings are compiled, analyzed and communicated to all teachers of gifted/talented students, administrators, counselors, and others as deemed needed.
- Student progress is assessed, with attention to mastery of content, higher level thinking skills and creativity.

IV. Local Advisory Committee

- The Local Advisory Committee members will be appointed by the Board of Education upon the recommendation of the Superintendent by September 15 of each year and will meet no later than October 1 of each year in compliance with State Board of Education regulations and state statutes. The committee will meet at other times throughout the school year as necessary.
- The committee will consist of three to eleven members, will be demographically representative of the community and consist of parents and community members.
- Members will serve two year terms.
- The District will provide staff with training in gifted education for the advisory committee.
- The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, preparation of the district expenditures report on gifted child educational programming and perform other advisory duties as requested by the board of education.

V. Qualifications Roles, and responsibilities of Educational Program Staff

- The Board of Education will elect representatives of the community to serve on Gifted Advisory Council.
- The superintendent will oversee the district coordinator who files reports and information as required by the State Department of Education relative to gifted educational programming.
- The District Coordinator for gifted educational programming shall hold a valid Oklahoma teaching certificate and will be responsible for working with the local advisory committee overseeing district wide gifted talented programming, assisting site coordinators in the implementation of the program, and filing reports and information as required by the State Department of Education. The District Coordinator will receive annual training on Gifted/Talented Education offered through the State Department of Education, college course work, Encyclomedia, OAGCT, or other training or programs designed to educate and assist in the area of gifted education.
- The Site Principal coordinates gifted educational programming, insuring that the teaching staff understands that the responsibility to provide differentiated programming for gifted students lies with the classroom teacher. The principal works with the site committee coordinating gifted educational programming and completes such reports and information as required by the district coordinator for gifted programming. The principal assists the district coordinator with the yearly gifted child count.
- The Site Coordinator will be responsible for working with the site committee, coordinating gifted educational programming related to the district plan and completing reports required by the district coordinator for gifted educational programming. The site coordinator will assist the district coordinator with the yearly child count.

- All teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.

VI. ANNUAL DEADLINES

- September 15-Board of Education approves membership of Gifted Education Advisory Committee. Updated Gifted Education Plan due to State Department of Education. Updated Budget due to State Department of Education
- October 1-Superintendent Calls for first meeting of the Gifted Advisory Council on or before this date each school year. Chair and Vice-Chair elected.
- December 1-Gifted Child Count due to State Department of Education.
- August 1-Expenditures Report due to State Department of Education.

VII. BUDGET

- Working with the superintendent, the district coordinator will compile the budget for gifted educational programming.
- The budget will be submitted and certified annually by the Superintendent through the State Department of Education District Reporting Site.
- An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required.

MADILL PUBLIC SCHOOL GIFTED/TALENTED PROGRAM MULTICRITERIA EVALUATION MATRIX

STUDENT NAME _____ GRADE _____
 SCHOOL _____ DATE _____

97% on a Nationally Standardized Test of Intellectual Ability is automatic placement.

Assessment Areas	2	4	6	8	10
Nationally Standardized Test of Intellectual Ability (includes standard error of measurement) Test Name _____ Date _____ Score _____	87-88%ile	89-90%ile	91-92%ile	93-94%ile	95-96%ile
Oklahoma CRT/EOI Tests Math or Algebra I Advanced Date _____ Satisfactory		2 Satisfactory		4 Advanced	
Reading or English II Advanced Date _____ Satisfactory					
Achievement as demonstrated on ONLY ONE of the following tests:	1 85%ile	2 88%ile	3 91%ile	4 94%ile	5 97%ile
➤ ACHIEVEMENT TEST Name of Test _____ Total Reading Total Math					
➤ EXPLORE or PLAN or ACT TEST DATE _____ Math Reading					
➤ PSAT Date: _____ Math Verbal					
	1	2			
Recommendation: Self, peer, parent, teacher, or an average thereof	2.5	3.5			
COLUMN TOTALS					

Overall Total _____

AN OVERALL TOTAL OF 12 OR GREATER RECOMMENDS PLACEMENT.

Madill Public School Gifted/Talented Program PARENT REFERRAL FORM



The screening and identification procedure for the gifted/talented program utilizes information from teacher observation, test scores and other documented evidence. A student must be screened for consideration for the Madill Gifted and Talented Program.

SECTION I: STUDENT INFORMATION

Student's Name _____ Age _____ Grade _____

Has your child previously been enrolled in a gifted and talented program? (Please Circle) YES or NO

If so, where? _____

SECTION II: Characteristics Checklist

	Seldom/Never	Occasionally	Considerably/Always
1. Has unusually advanced vocabulary for age or Grade level: uses terms in a meaningful way.	_____	_____	_____
2. Knows a lot of information about a variety of Topics beyond the usual interests of students His/Her age.	_____	_____	_____
3. Has quick mastery and recall of factual Information.	_____	_____	_____
4. Has rapid insight into cause and effect Relationships; tries to discover the how and Why of things; asks many insightful questions	_____	_____	_____
5. Has a ready grasp of of underlying principles, And can quickly make generalizations about Events, people or things, looks for Similarities or differences.	_____	_____	_____
6. Is astute observer; usually sees or gets more Out of a story, film, etc. than others.	_____	_____	_____
7. Reads a great deal on his/her own, usually Prefers upper level books; does not avoid Difficult material	_____	_____	_____
8. Tries to understand complicated material By separating it into its respective parts; reasons Things out for himself/herself; sees logical and Common sense answers.	_____	_____	_____
9. Becomes absorbed and truly involved in certain Topics, problem; is persistent in seeking task Completion.	_____	_____	_____
10. Is bored easily with routine tasks	_____	_____	_____
11. Needs little external motivation to follow Through in work that initially excites him/her.	_____	_____	_____
12. Strives toward perfection; is self critical; is not Easily satisfied with own speed or products.	_____	_____	_____