

A large, stylized graphic in the background. It features a semi-circular sunburst at the top with rays pointing downwards. Below the sunburst are two large, overlapping leaf-like shapes. The sunburst and the upper part of the leaves are yellow, while the lower part of the leaves and the rays are a light grey. The text is centered over this graphic.

Gifted and Talented District Plan

Wendell School District #232

2022-2023

Tim Perrigot
Superintendent

Wendell School District #232

P.O. Box 300

150 Main Street East

Wendell, Idaho 83355

Gifted and Talented Philosophy

The Wendell School District recognizes that students who possess exceptional gifts and talents should have the opportunities to experiment, invent, create, and engage in higher level thinking skills. Administrators, facilitators, and teachers will work together with parents and the community to ensure that the educational needs of gifted and talented students are met in the regular classroom and in specialized learning settings.

The district understands that all students must be challenged at their individual learning levels and be engaged in learning activities that ensure academic achievement. It is essential to plan accordingly for the needs of our advanced students just as we do for our basic and below basic pupils.

Mission Statement of Wendell School District

The mission of the Wendell School District #232 is to engage students in learning that ensures academic achievement and moral character.

Definition Statement

Gifted and Talented students are identified as those pupils who:

- Possess abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, and leadership areas.
- Require services or activities not ordinarily provided by the school to fully develop capabilities in one of the five talent areas.
- Must be challenged at a high level of activity and instruction.

The five talent areas in which gifted and talented students should be served are:

- **Intellectual** as evidenced by superior aptitude for skills such as:
 - Understanding facts, concepts, generalizations, and their relationships.
 - Identifying patterns
 - Demonstrating verbal and nonverbal reasoning
 - Recognizing spatial perceptions
 - Developing and evaluating ideas
- **Creativity** as evidenced by superior abilities in skills such as:
 - Originality, elaboration
 - Divergent thinking skills
 - Problem solving strategies
- **Specific academic** as evidenced by superior ability in mastering skills and concepts in one or more curricular areas
- **Leadership** as evidenced by a variety of outstanding characteristics, including:

- Responsibility
 - Rapid insight into cause/effect relationships
 - Interpersonal intuition
 - Ability to motivate others
- **Performing or visual arts** as evidenced by superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical, and production aspects of dance, music, theater or the visual arts.

Program Goals

Wendell School District goals include:

- Providing flexible educational environments that allow students to pursue areas of interest including leadership. Service clubs, and competitions.
- Providing programs that develop skills in problem solving, higher-level thinking, independent study, and creativity by enriching the core curriculum.
- Providing accelerated curricula to accommodate high degrees of content mastery. ● Allowing for independent study of self-selected topics and enrichment activities.
- Teachers providing curriculum compacting techniques to ensure that enrichment components are provided to qualifying students.
- Implementing an extension plan to modify work for students who have met set benchmarks.

Student goals include:

- Developing critical and creative thinking skills.
- Developing problem-solving skills.
- Developing research skills and methods.
- Creating products that are unique and synthesize major concepts.
- Progressing at a rate and level appropriate to abilities, interest, and/or learning styles.

Identification Procedures

The following measures are used in the GT identification process:

- ISAT (grades 3-10)
- IRI (grades K-3)
- Benchmarking with Star reading and math (grades 2-10)
- Benchmark reading, math, and writing through screening assessments on Wendell School District Testing Matrix (see attached)
- GPA
- Teacher Referrals- teachers look at students who are in the 98th percentile in an ISAT goal area related to their content and then ensure tier 2 services for those students
- Regular building RTI teams considering referrals and services provided ● Parent Recommendations

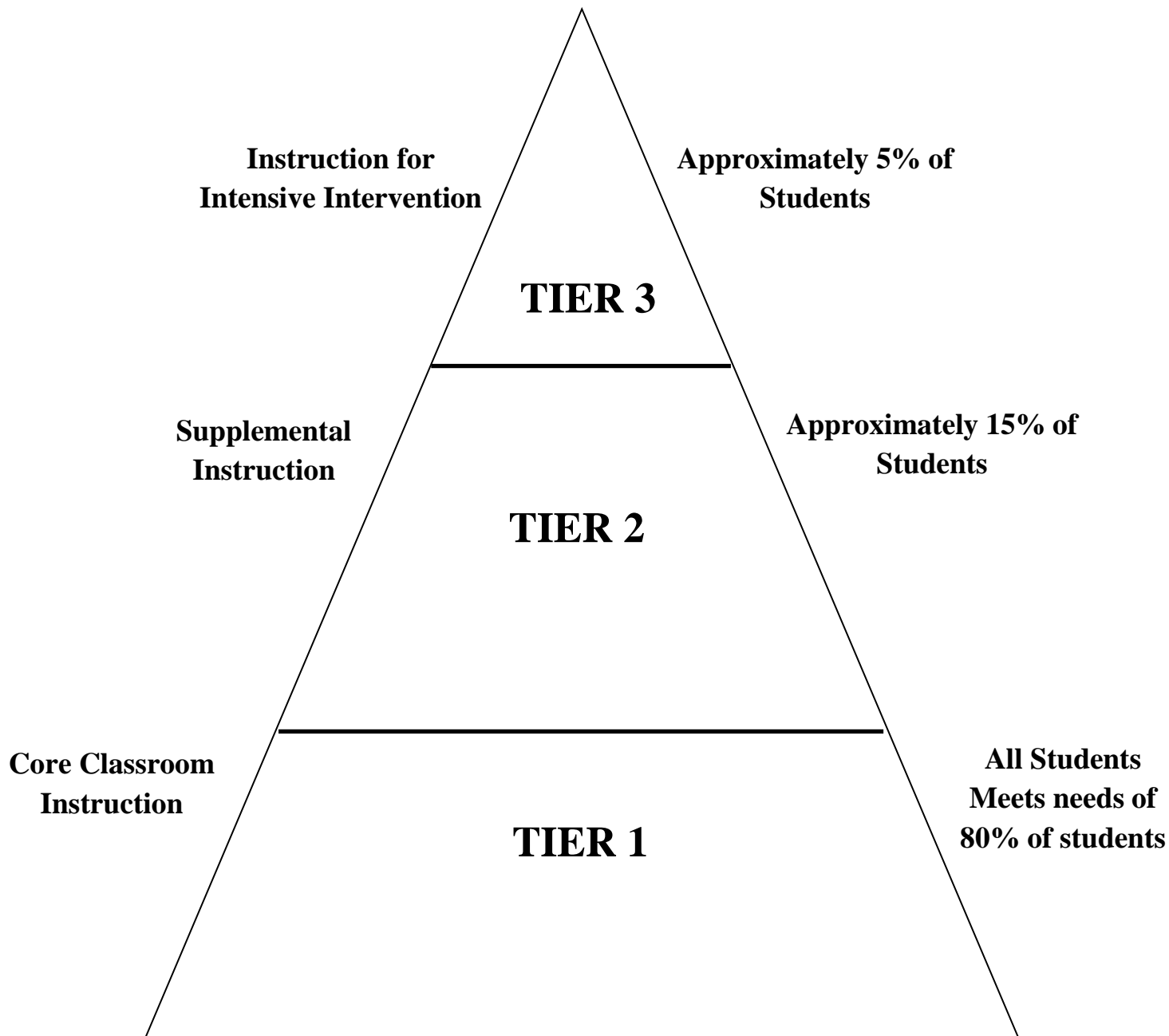
- End of year recommendations from teachers to building RTI teams
- RTI team recommendations for students receiving tier 2-3 services and at or above the 98th percentile in district benchmarks and state assessments.

Transition Level: Re-Screening

Students participating in the Gifted and Talented Program are expected to meet the behavioral and academic challenges of the program. If a student is not able to perform (either behaviorally or academically) at the level expected, the student's program in Gifted/Talented may be reconsidered.

Transfer Students

Students new to the district, who were qualified in a previous Gifted and Talented Program, must go through the Wendell District identification process to determine eligibility in the program. If all the records are in the student file, that process can be completed very quickly. If not, it may be necessary to collect additional data to determine eligibility.



**Three Tier Model
Gifted and Advanced Education
Continuum for Student Success**

Tier 1

Description	Activities	Examples: Regular Classroom Core Concepts and Objectives	Examples: Enhanced Tier 1 for Advanced Students
<ul style="list-style-type: none"> • <i>Quality best-practice instruction provided to ALL students.</i> • <i>On going progress monitoring of student achievement to direct instruction and learning activities.</i> 	<ul style="list-style-type: none"> • Differentiation of instruction and assessment • Cluster grouping • Enrichment opportunities • Extracurricular activities • Elective opportunities • Flexible pacing and grouping 	<p>Science- Identify the parts of a cell and explain the functions of each part.</p> <p>Math- Use the formula to find the area of a rectangle and triangle.</p> <p>English- Write a narrative.</p> <p>Social Studies- Explain three contributions of Ancient Rome to civilization today.</p>	<p>Science- Create a model of a cell.</p> <p>Math- Using what you know about the characteristics of a rectangle and triangle, find a way to calculate the area of a rectangle and triangle without the formulas.</p> <p>English- Write a narrative using flat and round characters and a welldeveloped plot.</p> <p>Social Studies- Follow the development of one contribution of Ancient Rome through five time periods.</p>

**Three Tier Model
Gifted and Advanced Education Continuum
for Student Success**

Tier 2

Description	Activities	Examples: Curriculum Compacting for Significantly Advanced Students
<ul style="list-style-type: none"> • <i>Provided to students who have been identified through data collection to need specific support in order to meet high-level progress.</i> 	<ul style="list-style-type: none"> • Compacting • Expanding the essential big ideas from the common core standards. • Unique in-depth projects or presentations in the classroom, but separate from direct instruction. • Honors Programs • Dual credit opportunities • Modified acceleration 	<p>Science- Compare and contrast the parts and functions of a cancer cell versus a normal cell.</p> <p>Math- Explain the proofs for the area formulas for rectangle and triangle.</p> <p>English- Write a narrative including dialogue, indirect and direct characterization, purposeful description and possible dialect or informal speech.</p> <p>Social Studies- Compare and contrast the contributions to society from Ancient Greece and Ancient Rome. Argue which has affected society more.</p>

**Three Tier Model
 Gifted and Advanced Education Continuum
 for Student Success**

Tier 3

Description	Activities	Examples
<ul style="list-style-type: none"> • <i>Provided to students who need intensive individualized interventions.</i> 	<ul style="list-style-type: none"> • Early Graduation with specific plan • Grade skipping and accelerated curriculum • Independent study classes • Online specialty courses • Specialized counseling • Testing-out credit options for higher learning 	<p>Students participate in studies that supplant the regular core curriculum.</p>

WENDELL SCHOOL DISTRICT TESTING MATRIX
Used for Screening and Progress Monitoring

Grade	ELA	Math	Writing	Language Acquisition	Science	Other Progress Monitor
K	*IRI 52 Letter Recognition		**DWA	*WIDA		
1	*IRI **CORE Phonics High Frequency Site Words H&M Checkpoint Book		**DWA	*WIDA		
2	**STAR *IRI CORE Phonics San Diego Quick	**STAR	**DWA	*WIDA		

3	**STAR *IRI *ISAT **CORE Phonics State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA		
----------	---	--	--------------	--------------	--	--

Grade	ELA	Math	Writing	Language Acquisition	Science	Other Progress Monitor
4	**STAR *ISAT State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA		
5	**STAR *ISAT State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA	*ISAT	

6	**STAR *ISAT State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA		
7	**STAR *ISAT State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA	*ISAT	
Grade	ELA	Math	Writing	Language Acquisition	Science	Other Progress Monitor
8	**STAR *ISAT State Interim Assessments	**STAR/SBAC Block Assessments *ISAT	**DWA	*WIDA		
9	**STAR ISAT State Interim Assessments	**STAR/SBAC Block Assessments ISAT	**DWA	*WIDA		

10	**STAR ISAT State Interim Assessments	**STAR/SBAC Block Assessments ISAT	**DWA	*WIDA	*ISAT	
11/12	*ISAT if Needed	**STAR/SBAC Block Assessments *ISAT if Needed	**DWA	*WIDA		

*State Assessments

**District Screening Assessments and Progress Monitoring

Benchmarking schedule: first 3 weeks of 1st Semester, last 2 weeks of 1st semester, and last 2 weeks of 2nd semester as determined by each school.