

Extended Learning 3-Year Plan

Submitted Spring 2018 by: *Moscow School District #281*

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A. PHILOSOPHY STATEMENT:

Please describe how your school/district mission, vision, core values relate to the education specifically of gifted students. Include information on the following:

- a) How do gifted children's needs vary from the general population in your district?
- b) How do approaches to teaching gifted children employ best practice?
- c) How do approaches to teaching gifted children relate to Idaho Core Standards?
- d) Other pertinent information

The Moscow School District #281 recognizes that students with gifts and talents have the right to an appropriate education that provides educational interventions that sustain, challenge, and ensure continued growth within the public-school system. The District mission statement affirms, "The Moscow School District commits all assets, facilities, time and energy to provide students with the tools needed to become productive members of society."

It is the belief of the District that identification and service delivery align with the District's Idaho Common Core instructional model and best practices in gifted education as determined through extensive literature and research reviews. Data from the District's screening, diagnostic and outcome assessments assist in identification and delivery of a high-quality instructional program that assures continuous progress for each student.

B. DEFINITION OF GIFTEDNESS:

a) **Intellectual** – *as evidenced by superior aptitude for:*

- *Understanding facts, concepts, generalizations and their relationships*
- *Identifying patterns*
- *Demonstrating verbal and nonverbal reasoning*
- *Perceiving spatial relationships*
- *Developing and evaluating ideas*

b) **Academic Area** – *as evidenced by superior ability in mastering skills and concepts in one or more curricular area(s)*

c) **Creativity** – *as evidenced by superior abilities in:*

- *Fluency, flexibility, originality, elaboration*
- *Divergent thinking skills*
- *Problem solving strategies*

d) **Leadership** – *as evidenced by a variety of outstanding characteristics including:*

- *Willingness to assume responsibility*
- *Interpersonal intuition*
- *Ability to motivate performances of others and follow through with action*
- *Rapid insight into cause and effect relationships*

- e) Visual and Performing Arts – *as evidenced by a superior aptitude for demonstrating (typically through exhibition or performance) aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts*

C. PROGRAM GOALS:

Please describe the current status of gifted education in your district and your goals for improvement in the coming three years. How might professional development assist personnel improve their delivery of gifted education? What options for gifted students need expansion? What needs might you identify in your district regarding the gifted program? In what ways will improved instruction in gifted education relate to best practice in general for district personnel?

The purpose of the Moscow School District's Extended Learning program is to identify students with superior abilities so that an appropriate educational plan can be developed and differentiated services provided. The major resources of this program are directed to those students who have met district eligibility as determined by a school study team.

The following instructional/learning opportunities will continue to be refined to help identified students:

- *Progress at a rate and pace appropriate to abilities and learning styles*
- *Develop higher level critical and creative thinking skills*
- *Relate content to major ideas, concepts and themes*
- *Pursue in-depth learning of self-selected topics within given areas of study*
- *Develop positive social and emotional skills, including communication and risk-taking strategies*
- *Identify and make appropriate choices in academic and career opportunities*

- *Develop self-awareness and acceptance of unique capabilities, interests, needs and sense of place in the larger community*
- *Develop independence, self-direction and discipline in learning*
- *Develop activities that match each student's developmental level and **area of gift/talent***
- *Participate in research-based grouping practices that allow students to interact with other individuals with various gifts and talents*
- *Participate in interventions that develop cognitive growth*
- *Receive specialized intervention services for students with gifts and talents who are underachieving*

Professional Development opportunities will align to the above listed program opportunities, with an emphasis for social emotional skill development. An additional area of focus over the next three years is to increase awareness of program offerings among general education teachers and parents to support students with their social emotional development.

D. PROGRAM OPTIONS:

For elementary, middle school and high school: Coordination of services for each identified student is the responsibility of an Extended Learning facilitator. With the help of other school personnel, the student and parents, the facilitator determines the student's present level of performance and coordinates recommendations for programming. Programs are individualized and may include enrichment and/or acceleration as resources allow. It is important to note that eligible students may, for varying periods of time, have their needs adequately met in regular education with little or no direct services from the facilitator. Their participation in the district's core curricular programs with differentiation provided by classroom teachers is extremely important to ALL students. Facilitators and teachers work together to ensure that the educational needs of the gifted and talented students are met in the regular classroom and in specialized learning settings. Eligible students may be pulled out for Extended Learning instruction for a full year, a partial year, or not at all, depending upon the individual student needs and

the decisions of the student team. The facilitator's role may include direct teaching, consultation with the student, collaboration with school staff and/or coordination with other resources in the community.

Elementary: Throughout the year, Extended Learning students may participate in the following activities:

- *Junior Great Books*
- *Group research unit in a specific area (History, Geography, Science, etc.)*
- *Creative problem solving*
- *Robotics*
- *Independent research on self-selected topics*
- *Math Olympiads*
- *National Geographic Society Geography Bee*
- *National Spelling Bee*
- *Mathematics: logic, visual-spatial reasoning, problem solving*
- *Creative writing*

Middle School: Throughout the year, Extended Learning students may participate in the following activities:

- *Future Problem Solving*
- *Knowledge Bowl*
- *Future Cities*
- *Writing competitions and publication opportunities including: Ursa Art and Literary Magazine*
- *Math competitions including: American Mathematics Competition and MathCounts*
- *National Geographic Society Geography Bee*
- *National Spelling Bee*

- *Elective offerings: Leadership, Creative Writing, Directed Studies, Drama, Journalism/Publications*
- *Extra-curricular clubs including: Jazz band, Club Sawdust, Debate Club, Robotics Club*
- *Accelerated English for 7th and 8th grade*
- *Accelerated Science for 8th grade*
- *6th grade Extended Learning advisory*

High School: *Throughout the year, Extended Learning students may participate in the following activities:*

- *Dual and concurrent credit classes*
- *Accelerated, honors-level and advanced placement classes*
- *Academic competitions, including, but not limited to: Knowledge Bowl, Science Bowl, American Math Competition, NCTE Writing Awards for Juniors, Imagine Tomorrow, Near Space Engineering, Mars Rover, Model United Nations, Business Professionals of America and Future Problem Solvers*
- *Extended Learning Internship Program*
- *Hugh O'Brian Leadership Conference*
- *A wide variety of elective offerings*

E. IDENTIFICATION PROCEDURES:

Screening Processes:

- a) Teacher referral

- b) Parent referral
- c) Other referral means
- d) Types of screening testing (list specific screening tools)
- e) Eligibility
- f) Criteria for Placement in gifted programs

A student can be referred for the Extended Learning program by a teacher, a parent, him/herself, or based on the results of the CogAT 8 which is administered to all first grade students. It is the responsibility of the Extended Learning facilitator, in cooperation with the building team to interpret this data and determine if a referral is appropriate. Once determined appropriate, it is the responsibility of the facilitator and the team to identify which gift/talent areas will be targeted for further assessment and eligibility consideration. The referral form is then completed. The school psychologist is consulted if the team is considering an intellectual assessment. Parent permission to evaluate is then obtained.

For intellectual, academic and creative areas, the student must meet district criteria as evidenced by appropriate scores on the Extended Learning matrix that is part of this plan.

- *Previous program placement, past performance in the Extended Learning activities, portfolios, other exceptionalities and independent observations may also be used informally by the study team to make decisions about formal referral and informal programming options.*
- **Formal assessments:** *Formal assessments include academic, intellectual and creativity measures, dependent upon the talent area(s) considered. Verbal or nonverbal composite scores of intellectual tests are used in the eligibility decision.*
- **Informal assessments:** *A completed parent or teacher referral describing evidence of the need for service will serve as an informal assessment instrument. Parents and teachers are required to complete the*

Behavioral Characteristics Rating Scale, used to determine areas of need and appropriate programming options.

For leadership and visual/performing arts areas, the district does not have a formal process of identification for leadership or visual/performing arts talents. Students with these talents are, however, identified, through the counseling, administrative and instructional staff for involvement in various courses, independent projects, peer mediator programs and other individualized opportunities.

When all assessments are completed and results known, the facilitator will schedule a student team meeting. Team membership must include a parent or guardian, the facilitator and an administrator.

Eligibility in the Extended Learning program is based on the evaluation of abilities and educational needs through formal and informal assessment measures. If the criteria for eligibility have been met, the Extended Learning facilitator will formulate a recommendation for service. It will be the determination of the student study team as to whether the student's needs can be met through the regular classroom and the differentiated instruction that is provided; or, whether a separate pull-out, acceleration, compacting strategy, or separate course is needed. Continued eligibility in the Extended Learning program is assumed unless extenuating circumstances suggested a need for re-evaluation. Students who do not meet eligibility requirements on the first referral are not eliminated from future consideration, but the timeline for the re-referral needs to extend beyond just one year. Students transferring to the Moscow School District who were formerly in a Extended Learning program must meet our requirements for eligibility.

F. PROGRAM EVALUATION:

- a) Types of surveys administered in the district (e.g. attitudinal surveys given to parents, students, district personnel) and how the results are used for improvement

- b) Longitudinal data tracking (e.g. how the district follows students through their educational career in the district and how they perform in secondary school and post-secondary school; drop-out rates of identified elementary gifted students when they reach secondary school).
- c) Other means of evaluation

Evaluation of the Extended Learning program is conducted at the building level in conjunction with building administrators, classroom teachers, parents and students. The evaluation is important to assess how one or more of the following components influence student performance:

- *Identification*
- *Curriculum*
- *Instructional programming and services*
- *Ongoing assessment*
- *Counseling and guidance programs*
- *Professional development*
- *Parent/guardian and community involvement*
- *Resources*
- *Program design*
- *Management and delivery*

Please rank your district's four (4) most pressing needs concerning gifted education: number in order of importance, with #1 having the highest priority:

- 1) *Professional development to acquire additional strategies to support the social/emotional needs of gifted students.*
- 2) *Apply a district-wide universal screener to identify highly capable students at the K-5 level.*

- 3) *Strengthen parent involvement by communicating the availability of resources to help support their child's academic and social emotional development.*
- 4) *Professional development for all educators and administrators regarding best practices for working with highly capable students.*