

Gifted/Talented 3 year plan Avery School District 394 February, 2016

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A. Philosophy Statement:

The Avery School District is committed to helping each student achieve his or her highest educational expectations. We recognize that each student is unique and may have intellectual abilities and gifts that a normalized education may not foster or advance. The teacher and staff will help identify these students and seek to ensure that the educational needs of the G/T students are met, both in the regular classroom and with unique educational opportunities.

The District's Mission Statement reads, "The Avery School District will incorporate the core values of the community into an academically challenging curriculum."

Our Vision for students is, "Avery students will learn to think critically, to collaborate with others, and to use technology to become a successful citizen with a high moral standard and excellent character."

Our Goal is to:

Create excitement in the learning environment.

Appreciate the value in each child and build upon their strengths.

Allow all students, staff, parents and community members to work together toward common goals.

- 1) The Avery School District has six total students, with none identified as Gifted or Talented according to SDE guidelines.
- 2) All teaching practices employ best practices to the extent we have the resources and time to train our small staff.
- 3) All instructional efforts are based upon Idaho Common Core.

B. Definition Statement:

The District agrees with Idaho's G/T mandate and to serve students who are identified in the five talent areas;

- 1) Specific Academic as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas
- 2) Intellectual as evidenced by superior aptitude for Understanding facts, concepts, generalizations and their relationships Identifying patterns Verbal and nonverbal reasoning Spatial perceptions Developing and evaluating ideas

3) Leadership as evidenced by a variety of superior characteristics, including Responsibility
Rapid insight into cause-effect relationships Interpersonal intuition Ability to motivate
performances of others

4) Creativity as evidenced by superior abilities in Fluency, flexibility, originality, elaboration
Divergent thinking skills Problem solving strategies

5) Visual/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:

The district focus is upon classroom instruction. We have no students currently identified as Talented and Gifted. The district does have a scholarship program in place for all students, regardless of intellectual ability, to encourage all students to “Go On” once they complete the 8th grade in Avery SD.

Once identified, the district will serve students in the general education classroom with appropriate modifications, such as curriculum compacting, problem solving and acceleration. With only one student in Kindergarten, one in first grade, three in second grade, and one fourth grader it will be very difficult to provide opportunities to work with other students of similar ability and interest in the classroom or in pull out programs. G/T students will be challenged and served at the appropriate level of complexity and rate throughout the school day.

The community and district have a close knit relationship that allows students to receive a substantial education outside the classroom with numerous field trips and advanced opportunities that many larger schools do not have.

The staff, of two, is actively involved in staff development activities outside the district to improve their teaching skills. The improvement in instruction in the classroom will result in improved learning for all students.

When a student is identified as Gifted or Talented, the district will commit the resources needed to see that the student’s needs are met.

D. Program Options:

Regular classroom instruction will be the major option. Students receive some individual instruction on a weekly basis.

Whole school activities outside the classroom are numerous for all students and provide opportunities for students to stretch their curiosity.

E. Identification Process:

A district committee of three will consider all students for inclusion in the G/T Program. No single formal/informal measurement will be used to determine the appropriate services for a student. Students may qualify for G/T Programs and services in more than one talent area.

Teachers and parents may refer individual students to the G/T Program for assessment in any of the five gifted categories.

E. Identification:

The District will use a variety of assessment instruments to determine placement in the G/T Program.

No single criteria will determine the student's qualifications for inclusion in the G/T Program. Assessments will include:

- Standardized tests, e.g., intelligence, aptitude, achievement
- Criterion-referenced tests
- Observations by trained teachers
- Personnel Nominations by parents, peers and staff
- Student interviews
- Evaluation of students' participation in established programs, e.g., scouting, 4-H, Academic Decathlon
- Portfolios
- Extracurricular activities

All students in the district will initially be eligible for inclusion in the G/T Program. The district will use a variety of criteria, based upon the guidelines in the SDE Manual of Best Practices for Gifted and Talented Programs, to determine individual student placement in the G/T Program.

F. Program Evaluation:

The district will use feedback obtained via surveys and parent involvement in the school system to improve the G/T Program. Student growth during their K-8 educational career will be monitored as a way to determine the effectiveness of the program.

G. Pressing Needs: (list four)

- 1) More students.
- 2) Professional development of staff.
- 3) More students.
- 4) Even more students.