



Kimberly School District #414
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Kimberly, ID 83341

Developed with the Gifted and Talented Advisory Committee
Submitted by: Sara Crystal, Gifted and Talented Coordinator

Kimberly School District 3 Year Gifted and Talented Plan 2016-2019

A) PHILOSOPHY STATEMENT

The Kimberly School District strives to empower all students to flourish and prosper both today and tomorrow. The Gifted and Talented Program (GT) pursues this effort by recognizing and addressing the unique needs of gifted students, including social, emotional, and cognitive needs. The district also recognizes that there are different domains of giftedness, that gifted students may be twice exceptional, and come from many diverse backgrounds.

The district will meet these needs by providing differentiated curriculum and instructional methods as well as opportunities for extended, in-depth studies in areas of personal passions and interests. All of these approaches will seek to assist students to become confident, independent thinkers; demonstrate persistence and solution-oriented attitudes toward solving problems; cooperate and collaborate well with others; learn higher cognitive and creative skills; and understand effective leadership.

B) DEFINITION OF GIFTEDNESS

Gifted Students have extraordinary abilities and talents in one or more of five talent areas: Intellectual, Academic, Creativity, Leadership, Visual/Performing Arts. For further definitions of the talent areas, see [here](#). Prepare for print version- use the code rather than the word here.

C) PROGRAM GOALS

The Kimberly School District will provide a well-rounded learning environment that will encourage gifted and talented students to reach their individual potentials. The district will provide opportunities for gifted and talented students to interact with intellectual peers and expand their critical and creative thinking skills while developing problem solving, leadership, and research skills.

Specific Goals

- Increase expertise in Gifted Education in the district by providing professional development for Gifted and Talented coordinator and Differentiation Specialists to keep them on the forefront of best practices in gifted education, including training in identifying

and teaching twice exceptional and underrepresented students. This will include Edufest and the Differentiation Specialist Program.

- Provide professional development to all teachers and administrators to increase their understanding of differentiated instruction and meeting the specific needs of GT students.
- Develop a growth mindset in both students and teachers: build perseverance, self-efficacy, and collaboration skills.
- Improve the accuracy and efficiency of GT Identification, including identification in underrepresented groups and twice exceptional students.
- Provide curriculum and course flexibility to meet the needs of GT students, specifically supporting options in later grades that support career interests/passions.

D) PROGRAM OPTIONS

Elementary:

- Cluster Grouping- Clustering GT students in common general education classes
- Enrichment/extension opportunities
- Curriculum compacting
- Pull-out services- interest/talent-based
- Full-grade acceleration, if appropriate
- Differentiation of Instruction

Middle School:

- Cluster Grouping- Clustering GT students in common general education classes
- Enrichment/extension opportunities
- Independent Study
- Pull-out services & elective courses- interest/talent-based
- Course Advancement
- Differentiation of Instruction

High School

- Cluster Grouping- Clustering GT students in common general education classes
- Pull-out services & elective courses- interest/talent-based
- Course Advancement: Advanced courses, IDLA, Dual Credit
- Independent Study
- Internships
- GT specific Advisory
- Differentiation of Instruction

E) IDENTIFICATION PROCEDURES

Eligibility will be determined with the use of a body of evidence approach.

Initial Screening/Referrals

School staff, parents, or students themselves may refer a student for GT screening.

The GT Screening may include:

- Standardized test scores
- Teacher/Parent/Student qualitative scales
- Student work
- Classroom grades
- Classroom observation (GT Coordinator)
- CogAT screener

Gifted and Talented Placement

If students place high enough in the initial screener/referral, further testing may be used to qualify students for GT services:

- WISC- completed by school psychologist
- CoGAT- completed by the district GT Coordinator.

Placement will be determined as a team through RTI, including principal, GT coordinator, teachers, and SPED director.

Challenging an Identification Determination

After attending a team meeting, parents may challenge the decision about placement with the superintendent.

Transfer Students

If a student comes to our district, having already been identified as Gifted and Talented, the RTI team will review documentation in the cumulative file and call previous schools as necessary. The team will determine if the identification shall be accepted or rejected within 10 days of receiving the cumulative file.

F) PROGRAM EVALUATION

- **Surveys-** The district will use surveys to assess needs and strengths of the program. These surveys will be given to parents, students, and teachers.
- **Informal Conferencing-** The GT Coordinator and/or School Counselor will conference with each GT student at least once a quarter. The purpose of the conference is to determine if the student's needs are being met.
- **NAGC (National Association for Gifted Children) Standards Checklist-** The GT Coordinator will complete this program assessment every spring.
- **GT Advisory Committee-** This committee, made of educators, parents, and students, will meet and discuss the development of the program.
- **Longitudinal Data-** Kimberly School District will analyze continued standardized testing data, specifically analyzing growth of GT students.

Pressing Needs:

1. Quality professional development for teachers in meeting the needs of Gifted and Talented students
2. Improvements to the identification process to increase accuracy and efficiency
3. Increased programming options for Gifted and Talented students