

# Gifted and Talent/ Advanced Learner Plan for Kiel Area School District

## **Mission:**

It is the Kiel Area School District's mission to meet the academic, creative, and social emotional needs of all students.

## **Vision:**

- Meet the academic, creative, and social emotional needs of gifted students
- Provide quality differentiated instruction for gifted students
- Provide options for acceleration when appropriate
- Develop a systematic team approach to meet the needs of gifted students

**Philosophy:** Gifted students have unique academic, social and emotional needs. If these needs are not met, there is a loss to the individual, the school, and society. We will provide appropriate level of academic challenge and time for gifted students to be with other gifted students.

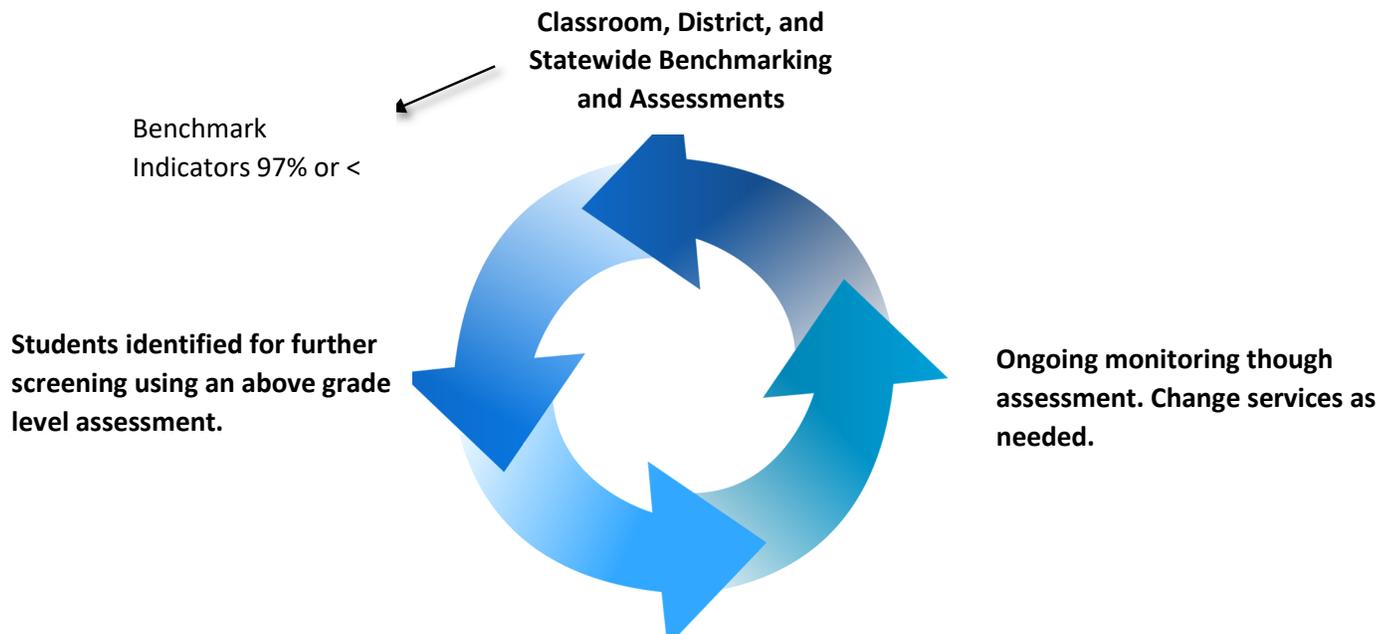
**Definition:** From Wisconsin School Law, Chapter 118.35 - "Gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

## **What is Giftedness?**

[Wisconsin DPI](#) has defined that a quality Gifted Program addresses three major ideas. Kiel Area School District has worked to address this shift in understanding about gifted education.

<b>Dynamic</b>	<b>Inclusive</b>	<b>Responsive</b>
<p data-bbox="207 1373 451 1404"><b>Intelligence is Fluid.</b></p> <p data-bbox="207 1612 548 1759">We recognize that students develop at different rates so our services need to be fluid and span all levels K-12.</p>	<p data-bbox="628 1373 915 1520"><b>Giftedness is exhibited across gender, race, ethnicity, income level, and exceptionality.</b></p> <p data-bbox="628 1612 953 1906">Our systematic approach considers the needs of all students. The alternate matching options also considers the needs of students whose talents are not easily identified using district wide assessments.</p>	<p data-bbox="1029 1373 1403 1562"><b>Continually identifying student needs and responding to those needs improve the likelihood that potential will be recognized and maximized.</b></p> <p data-bbox="1029 1587 1396 1927">Our K-12 systematic approach to service matching addresses the need to continually working to respond to student needs throughout the year. Student needs may change over time and the systems approach changes quickly to address changing needs.</p>

# K-12 Systematic Approach to Service Matching



**Team Meeting for Matching student with appropriate services.**

- **Current Grade Level Teacher**
- **Above Grade Level Teacher**
- **GT Coordinator**
- **Administrator**
- **School Psychologist \* (if recommended for team)**
- **Parent**

**All data from this process is recorded in Educlimber, the district's online data management system.**

## Alternate Process for Service Matching

If a student's ability is not reflected in benchmarking an alternate process is outlined below

1. Parent or teacher can notify GT Coordinator of the need for further assessment of a student
2. GT Coordinator can use an above grade level assessment to determine service matching and/or using a cognitive or IQ assessment.

# **Service Options for Gifted and Advanced Learners**

## **Grade Acceleration**

Grade acceleration is a student is placed in a grade above his/her age peers.

The screening process for grade acceleration uses benchmarking data for both math and reading, an above grade level assessment in both math and reading, and the Iowa Scales for Acceleration. The student's team consisting of the GT Coordinator, current grade level teacher, the receiving teacher, an administrator, school psychologist, and parent meet to discuss all data points and determine if grade level acceleration is an appropriate service for the student. If a full grade level acceleration is recommended, a transition plan is created and implemented and the team reconvenes in 30 days to check student's progress in the new placement and if any changes need to be made to the placement.

## **Subject Acceleration (Math)**

Subject acceleration is a student receives instruction in math at a grade level above his/her current age peers. That instruction may take place in an above grade level classroom or in a blended format using online instruction and support from a classroom teacher.

The screening process for subject acceleration uses math benchmarking data and an above grade level assessment in math. The student's team consisting of the GT Coordinator, current grade level teacher, the receiving teacher, an administrator, school psychologist (if recommended by the team), and parent meet to discuss all data points and determine if subject acceleration is an appropriate service for the student. If subject acceleration is recommended, a transition plan is created and implemented and the team reconvenes in 30 days to check student's progress in the new placement and if any changes need to be made to the placement.

## **Curriculum Telescoping (Math)**

Curriculum telescoping is a student is able to accelerate through the math curriculum completing more than a year's worth of instruction during an instructional year.

The screening process for curriculum telescoping uses math benchmarking data and an above grade level assessment in math. The student's team consisting of the GT Coordinator, current grade level teacher, the receiving teacher, and an administrator meet to discuss all data points and determine if curriculum telescoping is an appropriate service for the student.

## **Early Entrance to Kindergarten**

Early entrance to kindergarten is when a student enrolls in 5-year-old kindergarten before age eligible for kindergarten.

The screening process for parents wishing to enroll their student prior to district guidelines for age eligibility include a cognitive assessment and a developmental assessment. The student's team consisting of the GT Coordinator the receiving teacher, an administrator, school psychologist, and parent meet to discuss all data points and determine if early entrance to kindergarten is an appropriate service

for the student. If early enrollment to kindergarten is recommended, a transition plan is created and implemented and the team reconvenes in 30 days to check student's progress in the new placement and if any changes need to be made to the placement.

## **Options for Meeting the Needs of Creativity, Leadership, Visual and Performing Arts Students**

Many of our extra-curricular/co-curricular offerings allow options for enriching our Creativity, Leadership, and Visual and Performing Arts students. The middle and high school provide different options for student involvement. Follow the links to a complete listing of extra-curricular/ co-curricular by building.

[High School](#)

[Middle School](#)

At the elementary level, teachers provide opportunities for gifted students to use and grow their creativity, leadership, and visual and performing arts talents within the classroom and the school community.