

## **Addressing Specific Student Groups**

### **Gifted and Talented Programs**

#### **1. Goals, Objectives, and Strategies for the Gifted and Talented Program, Student Identification and Progress Made During 2008-2009**

##### **a. Pre-K to 2: Goals, Objectives, and Strategies**

###### **Goals**

- To nurture critical and creative thinking, questioning skills, and problem solving in all students
- To avoid the limitations of traditional student achievement results that may not cross cultures
- To broaden teachers' awareness of and response to gifted expression in student thinking and work

###### **Strategies**

- Used the open-ended, highly engaging lessons of PTD: Primary Talent Development Program
- A county wide PTD training was held for pre-k through 2<sup>nd</sup> grade teachers who had not received the training
- 849 students in grades PreK-2 participated in PTD
- Implemented teacher observation and documentation of the 7 PTD "expert learning behaviors" as the beginning steps toward GT identification
- Develop and monitor portfolios for all students

##### **b. Elementary (3-5)**

###### **Goals**

- To identify students who academically excel on traditional measures and on PTD learning behaviors.  
(Note: Identification process was implemented in April 09 for 215 second grade students)
- To provide differentiated opportunities for identified students' acceleration and enrichment within and beyond the school day and year-4 students were accelerated beyond their grade level either by subject area or by an entire grade level.
- To identify Gifted and Talented at this band level using multiple tools:
  - Naglieri Nonverbal Test of Ability
  - Parent Information Sheet
  - Student Potential Checklist
  - Renzulli-Hartman Rating Scale
  - PTD Portfolio Summary
  - County Test Scores/Reading First Scores
  - Teacher Advocacy

### **Strategies**

- Used the open-ended, highly engaging lessons within *Touch Pebbles* and mix groups of students to include identified gifted students with non-identified students
- Developed curriculum that incorporates novel study and internet sites using the theme of the *Touch Pebbles* lessons with each grade level.
- Targeted an average of 15 lessons per grade were taught
- Provided individualized opportunities for math acceleration through *SuccessMaker*
- Provided GT students with extra time on *SuccessMaker*.
- Provided enriched and accelerated opportunities for visual arts, musical and dramatic participation through summer enrichment and encore classes-this was dropped in summer of 09 because of budget

### **c. Intermediate (6 & 7)**

#### **Goals**

- To continue specialized programming for identified G/T students in core academics and areas of interest
- To provide enriched and accelerated learning opportunities for G/T students whose needs cannot be met through the regular classroom's differentiated instruction

#### **Strategies**

- Used the high tech facility to enhance students' acceleration and enrichment through project based assignments
- Used extra curricular activities to enhance students' acceleration and enrichment through specialized projects and competitions.
- Provided enriched and accelerated opportunities for visual arts, musical and dramatic participation through summer enrichment and encore classes. (This was dropped in Summer of 09 because of budget shortfall.)

### **d. Secondary (8-12)**

#### **Goals**

- To continue specialized programming for identified G/T students in core academics and areas of interest
- To provide enriched and accelerated learning opportunities for G/T students whose needs cannot be met through the regular classroom's differentiated instruction

#### **Strategies**

- Provided "honors" courses in Core Areas for identified G/T Students. (Presently there are 8 high school "honors" courses with 180 students in them.)
- Provided Advanced Placement courses for high school students. A total of 133 students participated in AP courses, a 23% increase over last year.
- Increased number of courses in Art and Music/Band.

2. Strategies that Appear Related to the 2008-2009 Progress

a. **STRATEGY: Teachers used a differentiated instructional format that is recognized as effective for Gifted and Talented students.**

- Staff used the open-ended, highly engaging lessons of PTD: Primary Talent Development Program.
- Staff used the open-ended, highly engaging lessons within *Touch Pebbles* and mix groups of students to include identified gifted students with non-identified students.
- Provided enriched and accelerated opportunities for visual arts, musical and dramatic participation through summer enrichment and encore classes.

b. **STRATEGY: Technology was used to provide more opportunities for Talented and Gifted students.**

- Staff used the high tech facility to enhance students' acceleration and enrichment through project based assignments.
- Students were provided individualized opportunities for math acceleration through *SuccessMaker*.

c. **STRATEGY: Other curricular opportunities were provided for Talented and Gifted students.**

- Schedules provided “honors” courses in Core Areas for identified G/T Students.
- An increased number of courses in Art and Music/Band were offered.
- Advanced Placement courses were provided for high school students.
- Enriched and accelerated opportunities for visual arts, musical and dramatic participation through summer enrichment and encore classes were provided.
- Extra curricular activities to enhance students’ acceleration and enrichment through specialized projects and competitions were used.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE, AND COST</i>
Staffing/Scheduling	Provide 8 Honors Courses	Source: Local Cost: \$104,246
Program	Somerset County Schools partnering with Coalition of Essential Schools to provide Exhibitions	Source: Local Cost: Staff Time
Curriculum	<i>Successmaker</i> Software	Source: Local Cost: \$4,800

<b>CATEGORY</b>	<b>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</b>	<b>FUNDING SOURCE, AND COST</b>
Extra Curricular	Provided opportunities for visual arts, music and band, and drama after school	Source: Local Cost: \$7,494

### 3. Challenges in Meeting the Gifted and Talented Program Goals, Objectives, and Strategies

- Staffing at each elementary school impacted the consistent use of *Touch Pebbles*.
- Funding to formally assess the 5<sup>th</sup> grade was not available.
- The summer enrichment program was severely reduced due to budget constraints.

### 4. Changes or Adjustments Made to Ensure Progress

- Curriculum related to *Touch Pebbles* used at GES will be distributed to other elementary schools.
- WES will design using technology lessons by grade level coordinated with the pre-engineering activities.
- SIS, WHS and CHS will participate in Reading Rally activities.
- SIS is considering a “pre-engineering” type of special for an identified group of students.
- STEM projects are to be implemented at all levels.

<b>CHANGE and TIMELINE</b>	<b>RESOURCE</b>	<b>CATEGORY</b>
STEM Projects will be implemented at elementary level. Pre-engineering class will be offered at both high schools. A design class will be offered at Intermediate School. Timeline: August 2009-June 2010	Curriculum/Materials	Supplies/Materials Cost: \$30,000 Source: MSDE STEM Grant
Reading Rally will be implemented at all three secondary schools Timeline: August 2009-June 2010	Materials	Supplies/Materials Cost: \$348.66 Source: Local
Curriculum similar to <i>Touch Pebbles</i> will be used at Greenwood elementary School Timeline: August 2009-June 2010	Staff Time	Core Program Cost: None Source: Staff Time