



**BOONE COMMUNITY SCHOOL DISTRICT**

*Promoting Academic and Extra-Curricular Excellence*

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# ***Gifted and Talented Education Service Delivery Plan***

*BCSD EXCEL Program:  
Experiential Curriculum for the  
Enrichment of Learning*

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BOONE COMMUNITY SCHOOL DISTRICT  
2015-16

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*Myth: Gifted students don't need help; they'll do fine on their own*

*Truth: Would you send a star athlete to train for the Olympics without a coach?  
Gifted students need guidance from well-trained teachers who challenge and support them  
in order to fully develop their abilities.*

*Many gifted students may be so far ahead of their same-age peers that they know more than  
half of the grade-level curriculum before the school year begins.*

*Their resulting boredom and frustration can lead to low achievement, despondency,  
or unhealthy work habits.*

*The role of the teacher is crucial for spotting and nurturing talents in school.*

## **MISSION & VISION**

### **Mission Statement**

The mission of the Boone Community School District is to provide an educational environment that promotes academic and extra-curricular EXCELlence and the development of good character in our students.

### **Belief Statements**

- We believe that continuously improving academic achievement for all students is the primary focus of our school system.
- We believe a professional, high quality staff is essential to achieve academic EXCELlence. We expect staff to be innovators, motivators, and positive role models for students.
- We believe that high quality professional development is required to support the continuous improvement of instruction necessary to increase student achievement.
- We believe positive family and community engagement in the educational process is vital to the success of students.
- We believe a quality school system must be responsive to community needs and accountable for results.
- We believe that a rigorous and relevant curriculum, supported by effective teaching and learning practices, is essential to providing students with a quality educational experience.
- We believe student learning occurs best in a safe, caring, positive environment supported by quality facilities and resources.
- We believe a quality school system embraces diversity and promotes respect.

## **EXCEL PROGRAM MISSION & BELIEFS**

### **Mission**

The mission of the Boone EXCEL Program is to meet the cognitive and affective needs of gifted students, providing varied opportunities for them to reach their potential.

### **Beliefs**

- We believe that every learner has a right to be challenged every day.
- We believe that gifted learners need opportunities to explore their passions and interests.
- We believe that gifted learners have unique social/emotional needs.
- We believe that gifted learners need time to be together.
- We believe that there must be time in the school day for creativity.
- We believe that gifted learners need differentiated instruction within their classes.

### **Boone Community Schools EXCEL Program Student Learning Outcomes**

**Goal 1: The student will comprehend his/her own abilities in relationship to self and society.**

1. The student will reflect on self-expectations and those of others.
2. The student will explore his/her interests and talents through independent projects.
3. The student will set and evaluate goals based on abilities, performance, interests and personality.

**Goal 2: The student will develop more positive self-concepts and self-esteem.**

1. The student will learn to recognize perfectionism and learn to take risks even when outcomes are uncertain.
2. The student will learn to recognize stress and explore coping techniques.
3. The student will develop time management strategies.

**Goal 3: The student will develop skills appropriate to interact effectively with peers, siblings, parents and other adults.**

1. The student will learn strategies to develop friendships.
2. The student will develop empathy and sensitivity for others.
3. The student will develop appropriate ways to interact with authority.

**Goal 4: The student will participate in activities that facilitate the cognitive, social and emotional development of the individual.**

1. The student will increase knowledge in a variety of areas through specialized units, projects and competitions.
2. The student will gain social skills by working in teams.
3. The student will grow in confidence through varied presentations.

**Goal 5: The student will develop critical thinking and problem-solving skills.**

1. The student will learn higher order thinking skills.
2. The student will learn to reason logically using deductive methods.
3. The student will learn to infer and draw reasonable conclusions.

**Goal 6: The student will develop creative and divergent thinking.**

1. The student will develop flexibility in thinking and in behavior in order to adapt to different circumstances.
2. The student will learn elaboration skills in thinking and communication.
3. The student will learn to think independently and create original products.

**Goal 7: The student will use his/her abilities to help others and implement changes in the community.**

1. The student will participate in numerous service projects.
2. The student will use his/her talents to plan and implement service-learning projects.
3. The student will use critical thinking and presentational skills to research, design and present a community-based project.

## **BCSD BOARD OF EDUCATION POLICY**

604.3 PROGRAM FOR TALENTED AND GIFTED STUDENTS: The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

## **TALENTED AND GIFTED DEFINITION**

Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings and much nuance.

Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students.

The National Association for Gifted Children (NAGC) and the BCSD do not subscribe to any one theory of the nature of human abilities or their origins. We assert that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences to fully develop talents in as many children as possible, for the benefit of the individual and the community.

Definitions provide the framework for gifted education programs and services, and guide key decisions such as which students will qualify for services, the areas of giftedness to be addressed in programming (e.g., general intellectual, specific abilities in math, etc.), when the services will be offered, and even why they will be offered. There is no universally accepted definition of giftedness.

For the purposes of programming in the BCSD, the focus of giftedness will be in the academic areas of Language Arts/Literacy, Math, Science, and STEM education.

<http://www.nagc.org/resources-publications/resources/definitions-giftedness>

## **IDENTIFICATION**

- Formal Identification begins at grade 2 but students indicating giftedness may be provided services based on individual needs prior to grade 2. Assessments used for identification will include:
  - The Teacher/Parent Referral Form will be used to identify characteristics of gifted/talented students.
  - ITP and NWEA assessments will be used as measurements of student performance.
  - Cognitive Abilities Test is administered: Verbal, Quantitative, Non-Verbal (Given at the end of 2nd grade)
  - Additional district approved assessments may be used in support of the identification process.
  - All data & narratives will be reviewed by Identification Committee which will include the EXCEL teachers, a counselor, and an administrator.

- For students formally identified for the EXCEL Program, a Personal Education Plan (PEP) will be developed.
- Student classroom and formal assessment performance will be reviewed annually as a part of the PEP process to determine ongoing services.
- If a student's test scores drop or classroom or EXCEL performance is in question, the student will be placed on a probationary status and reviewed as a part of the PEP process.
- At any time throughout a student's school experience, they may be evaluated for participation in the EXCEL Program.

## **ROLE OF THE EXCEL TEACHER**

There are three primary roles of the EXCEL teacher to support EXCEL students. These include:

1. Individual instruction with students to maximize their learning and facilitate the students' strengths and interests and meet their affective needs.
2. Consultation with educators to facilitate teacher understanding of the unique needs of gifted and talented students.
3. Collaboration and/or co-teaching with educators to differentiate instruction in the general classroom learning environment.

### **Individualized Instruction**

- Develop and monitor Personalized Education Plans for student who are identified for EXCEL.
- Based on the PEP, provide individualized instruction to meet the unique learning needs of each EXCEL student.
- Facilitate acceleration based on student performance and identified needs.
- Provide flexible scheduling/groupings for advance interests outside the curriculum.

### **Consultation with Teacher**

- Help classroom teachers work confidently with high ability students.
- Provide training in the use of differentiated instruction and learning strategies to meet the needs of the individual student.
- Help teachers incorporate problem solving, critical thinking, leadership, and creativity opportunities into unit planning.

### **Collaboration and/or Co-Teaching**

- Collaborate with the classroom teachers to plan and implement extensions to the curriculum and differentiated learning opportunities.
- Provide support for classroom teachers in the form of ideas and materials for students needing differentiation in the regular classroom.
- Co-teaching within the regular classroom to support inclusion of all students in a differentiated learning environment.

## **PERSONAL EDUCATION PLAN (PEP)**

The purpose of the Personalized Education Plan (PEP) is to provide a plan designed to meet the educational and social/emotional needs for identified gifted students. PEPs are co-created with the Talented and Gifted teacher, classroom teacher, parent/guardian(s), and student to set goals and articulate services and expectations for each school year. The written PEP is reviewed annually by the student, teacher(s), and parents. The PEP is a living document, revised as necessary, serving as a communication tool between students, teachers and parents. The following items will be included in a student's personalized education plan including review of:

- Area of identification
- Relevant data including current assessments
- Current academic performance
- Nature and extent of the gifted and talented services provided including:

- individualized services
- consultative services
- modifications to curriculum and acceleration of the student's curriculum
- other supportive services
- Accommodations in support of the students gifts and talents
- Anticipated or planned academic adjustments and accelerations
- Beginning at the 8th grade level, a high school plan for enrollment in academic courses guiding acceleration and college preparation
- Personnel responsible for the services provided

## ACCELERATION PROCEDURES

Acceleration is an educational intervention designed to provide students who have specific areas of talent with the appropriate level of academic challenge. The decision regarding whole-grade acceleration must take into account several factors including academic preparedness, social-emotional maturity, and the student's motivation. As a result, decisions regarding whole-grade acceleration are made based on review of academic progress, parental input, and teacher recommendation. Typically, a meeting of parents, teachers, EXCEL staff, and administration from the current grade level and the grade level into which advancement is being considered is held to review and discuss all factors prior to making a decision. Once a consensus is agreed upon to advance the student, the teachers, administrators, and parents will develop a new PEP plan to address the transitional process and goals to be achieved.

Academic program acceleration is based on individual student needs determined by assessment performance, academic progress, student motivation, and parental support. Often a process for course acceleration includes a rating scale taking into account a variety of factors. To determine if it is the best interest of a student to modify regular grade placement and/or coursework, important considerations include three necessary components: 1) whether the choices made for a student are consistent with the Boone Community School District Mission Statement; 2) review of the BCSD Talented and Gifted program philosophy; and 3) completion of a consistent process for making acceleration decisions.

The decision-making process will include the following:

1. Referral from teachers or parents
2. Review of academic history
3. Meeting specific assessment criteria
4. Meeting with parents and teachers
5. Completion of the updated PEP plan reflecting the goals of acceleration

As an example, the BCSD uses the following scale for math acceleration.

ITP Math Total – 95%ile or above	(+10)
ITP Computation – 95%ile or above	(+10)
NWEA RIT – two standard deviations above the class mean for the math total.	(+10)
NWEA (For early algebra instruction – 2SD above the mean on algebra)	(+10)
Teacher recommendation	(+5)

Students total should score 90% of total points to recommend acceleration.

## **NATIONAL ASSOCIATION FOR GIFTED CHILDREN PROGRAMMING STANDARDS.**

<http://www.nagc.org/resources-publications/resources/definitions-giftedness>

### **Standard 1: Learning and Development:**

***Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.***

Understanding the characteristics and needs of gifted students is vital to planning curriculum, instruction, assessment, programs, and services. The characteristics of gifted students provide the rationale for differentiation in programs. This includes grouping and services for gifted students and are translated into appropriate differentiation choices made at curricular and program levels. Such instruction should meet the cognitive and affective needs of gifted students.

### **Standard 2: Assessment:**

***Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.***

Educators will establish a challenging environment and collect multiple types of assessment information so all students are able to demonstrate their gifts and talents. Differentiated instruction includes using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

### **Standard 3: Curriculum Planning and Instruction:**

***Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.***

The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators use the BCSD curriculum, Iowa Core, and Common Core Curriculum then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum emphasizes advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators possess a knowledge of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources engage a variety of learners using culturally responsive practices.

### **Standard 4: Learning Environments:**



***Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.***

Educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy. Teachers use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences.

### **Standard 5: Programming:**

***Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.***

Educators will develop policies and procedures to provide comprehensive and aligned services for gifted students, and use a variety of programming include individualized, consultative and collaborative services to enhance students' performance in cognitive and affective areas. This includes such examples as access to a variety of learning resources such as technology-infused learning, community internships, acceleration through DMACC or ISU, and/or individual projects based on student interests and areas of giftedness.

### **Standard 6: Professional Development:**

***All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.***

Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers will receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are also enhanced by guidance and counseling professionals with expertise in gifted education.



## BOONE COMMUNITY SCHOOL DISTRICT

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### EXCEL Program: Individual Student Personal Education Plan

Student:	Grade/Year:
Parent/Guardian:	
Identified Area:	
Teacher/Program:	

#### Most Recent (3 Year) Assessments

Year/ Grade	Assessment	Reading	Math	Science	Other	Comments

**Student Strengths:**

**Student Needs:**

**Academic Interests:**

**Recommended Instructional Strategies:**

Instructional Goal	Accommodation Plan	Teacher - Instructional Coordination	Evidence of Completion

**Additional Comments/Notes:**

The following agree to and support the above accommodation plan for the \_\_\_\_\_ school year.

<b>EXCEL Teacher:</b>	<b>Date:</b>
<b>Coordinating Teacher:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Parent/Guardian(s):</b>	<b>Date:</b>