



Gifted/Talented 3-Year Plan

Submitted Fall 2020 by:

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District name and #: Twin Falls School District #411

OVERVIEW STATEMENT:

The Twin Falls School District serves over 9,600 students in Twin Falls, Idaho. It is comprised of nine elementary schools, three middle schools, one alternative middle school, two high schools, and one alternative high school. All are accredited.

The district is ranked eighth in size among Idaho's 114. It is one of the largest employers in an eight-county region, with more than 500 certified and 500 classified staff. The district is governed by a five-member Board of Trustees, whose members are elected by the public and serve without pay.

Our mission is to provide a quality education necessary for students to be successful in life.

A. PHILOSOPHY STATEMENT:

Please describe how your school/district mission, vision, core values relate to the education specifically of gifted students. Include information on the following:

- a) How do gifted children's needs vary from the general population in your district?
- b) How do approaches to teaching gifted children employ best practice?
- c) How do approaches to teaching gifted children relate to Idaho Content Standards?
- d) Other pertinent information one should understand about gifted education as your district defines it.

The Twin Falls School District believes that each student is unique and in need of learning experiences compatible with the learning ability and style of the student. To meet this need, the



school district endeavors to identify gifted/talented students and to provide differentiated learning activities. The “gifted and talented” are students who demonstrate potential intellectual, creative, leadership capabilities and or talent in the performing or visual arts. We are committed to addressing these needs in the regular classroom as much as possible and in providing specialized learning experiences. We believe gifted students need a variety of learning experiences that allow them to progress and develop at advanced levels. Modifications in instructional strategies and content are key components of our program. Our curriculum focuses on effective communication, self-directed learning, intrapersonal and interpersonal skills, critical and creative thinking skills, and problem solving skills

B. DEFINITION OF GIFTEDNESS:

State Definition: “Gifted and talented children” mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creativity, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code 33-2001, Chapter 20)

Opportunities for gifted students will be designed to meet the needs identified below.

- a) Intellectual: as evidenced by superior aptitude for
 - a. Understanding facts, concepts, generalizations and their relationships
 - b. Identifying patterns
 - c. Verbal and nonverbal reasoning
 - d. Spatial perceptions
 - e. Developing and evaluating ideas
- b) Academic Area: as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas.
- c) Creativity: as evidenced by superior abilities in
 - a. Fluency, flexibility, originality, and/or elaboration
 - b. Divergent thinking skills
 - c. Problem solving strategies
- d) Leadership: as evidenced by a variety of outstanding characteristics, including:
 - a. Responsibility
 - b. Rapid insight into cause/effect relationships
 - c. Interpersonal intuition
 - d. Ability to motivate performance of others
- e) Visual and 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:

Please describe the status of gifted education in your district and your goals for improvement in the coming three years. How might professional development assist personnel to improve their delivery of gifted education? What options for gifted students need expansion? What needs might you identify in your district regarding the gifted program? In what ways will improved instruction in gifted education relate to best practice in general for district personnel? How will monies for gifted education be used in your district?

The Twin Falls School District will establish an environment that allows for maximum development of gifted learners' abilities in the areas of intellectual processing, creativity, specific academic domains, and leadership by:

1. Differentiated learning experiences not offered in the regular classroom. Such experiences will promote high levels of critical and creative thinking skills.
2. Strengthening differentiation in students' regular classroom settings through professional development opportunities.
3. Addressing the social and emotional concerns of gifted students by providing opportunities for positive relationships and group experiences with intellectual peers.

D. PROGRAM OPTIONS:

Elementary:

- Students are placed in 4th grade GT classroom which is taught by a certified GT teacher.
 - These students stay with the same GT teacher in their 5th grade year
 - GT teachers accelerate learning in the regular curriculum based on students' performance on curriculum based assessments.
 - GT teachers provide enrichment activities such as:
 - Khan Academy
 - Project based learning
 - Virtual field trips
- Differentiation in regular classroom settings
- Fast track classes
- Language immersion opportunities

Junior High/Middle School:

- Differentiation in regular classroom settings



- Fast-track math classes
- Honors and AP courses in core subjects
- Electives in visual and performing arts
- Competitions
- Online courses
- Dual enrollment
- Leadership activities: student council, clubs, etc.
- Mentorships

High School:

- Differentiation in regular classroom settings
- Fast-track math classes
- Honors and AP courses in core subjects
- Electives in visual and performing arts
- Competitions- National History Day
- Online courses
- Dual enrollment
- Leadership activities: student council, clubs, etc.
- Mentorships

E. IDENTIFICATION PROCEDURES:

Screening Process:

The purpose of screening is to develop a pool of students who may need further testing to qualify for gifted services. All district students will have equal opportunity for screening and further assessment, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Screening Instruments:

- ISAT
- STAR Benchmark Assessments
- ISIP
- IReady



- Referrals initiated by classroom teachers, administrators, parents, students or community members

Assessment:

Student exhibits needs that go beyond the regular classroom curriculum. Students identified with extreme need are eligible for placement in the G/T program. This eligibility is determined by one formal assessment, at or above the 95th percentile, and two informal assessments at or above the 95th percentile. Students whose scores fall in the “Considerable Needs” category, 75th – 95th percentile, are not admitted into the program. However, their teachers will be notified of their need for classroom differentiation.

A. PROGRAM EVALUATION

Each year some form of program evaluation will be conducted. This may include one or more of the following:

- Surveys to parents, GATE liaisons, administrators, and/or students involved in the GATE program to identify strengths and areas to improve.
- Target of one or more program goals. Evaluate the goals and provide recommendations for improvement, if needed.
- Target one level (elementary, middle, or high school) of services. Evaluate and make adaptations where needed.
- Evaluate a component of the GATE program (curriculum, professional development, identification, public relations, etc.) Make changes as necessary.
- Invite the state GATE specialist to conduct an external evaluation of the district's GATE program.

Please rank your district's four (4) most pressing needs concerning gifted education: number in order of importance, with #1 having the highest priority:

1. Resources, curriculum, consumable materials
2. Professional development to increase GT endorsements
3. Professional development for general educators in GT best practice
4. Resources to purchase tools for identifying gifted students
5. Collaboration time
6. Professional development regarding how to identify in all five (5) areas of giftedness
7. Other: please explain