

Lexington School District Four

Gifted and Talented Program

Grow-Serve-Innovate

Revised 3/9/2018

Table of Contents

Statement of Commitment.....	3
Philosophy & Purpose.....	3
Definitions.....	4
Gifted Identification Process.....	5
Programming.....	8
Scope and Sequence.....	9
Addressing Social & Emotional Needs.....	13
Program Evaluation.....	14

Statement of Commitment

Lexington School District Four commits to supporting the learning needs of its gifted student population. Lexington School District Four is dedicated to providing appropriate services for gifted identified students who require differentiated educational programs and/or services beyond those provided by the regular school program.

Philosophy & Purpose

Lexington School District Four strives to provide an inclusive, enriching environment that enables gifted students to learn at levels commensurate with their intellectual abilities and reflective of their needs. Lexington School District Four recognizes that students identified as gifted have differing learning needs, and therefore, provides a continuum of services by teachers who participate in ongoing professional development. Lexington School District Four's various gifted programs, services, and provisions incorporate differentiated curriculum and instruction, acceleration, and enrichment.

Definitions

Definition of Gifted Students

Lexington Four defines gifted students as those children who show, or have the potential for showing, an exceptional level of performance in cognitive ability, academic ability, and/or artistic ability. Lexington Four also follows state regulatory guidelines and definitions for Gifted Students:

(State Board Regulation: R 43-220)

Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.

Gifted and talented abilities for these regulations include: (a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas (b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts.

Definition of Gifted Education

Lexington School District Four defines gifted education as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted Education services in Lexington School District Four are inclusive of all school populations and student demographics, and consist of integrated, differentiated learning experiences provided during the regular school day. The array of gifted education services incorporates and addresses:

- extended curriculum
- flexible grouping and pacing
- creativity and problem solving
- differentiated instruction
- acceleration
- continuity and continual progress
- interaction with other gifted students
- social and emotional needs of gifted students

Gifted Identification Process

Routine Screening & Referrals

Referrals

Referral procedures ensure that students who have demonstrated ability or potential for high performance in academic areas will have access to the gifted and talented program. In accordance with R 43-220, the referrals may come from administrators, parents, teachers, or the students themselves. Referral forms for both Gifted Academic and Artistic programs are available on the Lexington School District Four website www.lexington4.net and are available at the primary, elementary, intermediate and middle school front office.

Screening for Gifted and Talented Academic

R 43-220 specifies that districts must screen all students with regard to aptitude and achievement. Census testing (i.e., the testing of every student) for both aptitude and achievement is administrated to all second-grade students in Lexington School District Four as mandated by state regulation. Students that transfer into Lexington School District Four without second grade scores may be screened through other district standardized measures. The criteria for gifted identification follows state regulations:

Dimension A: Reasoning Abilities Reasoning abilities are those higher-level cognitive processes that reflect general aptitude for thought—strategies such as inferring, analyzing, and problem solving. For the purposes of identifying students with high potential in this area, nationally normed individual or group aptitude tests must be employed. Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of the following areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. NOTE: Students may qualify for the academically gifted and talented program solely on the basis of their composite aptitude scores. Students who meet or exceed the 96th national age percentile composite score (placement into grades three through twelve) or the 98th national age percentile composite score or higher (placement into grades one through two) are not required to meet any other criteria (see 24 S.C. Code Ann. Regs. 43-220.2(B)(5)(c)).

Dimension B: High Achievement in Reading and/or Mathematics The term achievement refers to academic performance in the areas of reading and/or mathematics. Students must demonstrate high achievement in at least one of these areas as measured by nationally normed achievement tests or by the South Carolina statewide assessment instrument. The term high achievement is defined as the 94th percentile or above on the nationally normed tests or a score at the advanced level on the state assessment. Approved subtests for nationally normed achievement tests are reading comprehension and/or mathematical concepts and problem solving.

Dimension C: Intellectual/Academic Performance Intellectual/academic performance as defined is the student's demonstration of a high degree of interest in and commitment to academic and/or intellectual pursuits. Students may also demonstrate intellectual

characteristics such as curiosity/inquiry, reflection, and persistence/tenacity in the face of challenge and creative productive thinking. The acceptable measures for placement in grades one through six are the verbal or nonverbal assessments by the South Carolina Performance Task Assessment. These test materials must be maintained and administered under S.C. Code Ann. § 59-1-445 (1990), “Violations of mandatory test security; penalties; investigations.” For placement in grades six through eight, the acceptable measure is the student’s grade point average (GPA) in the academic disciplines: 3.75 points on a 4.0 scale.

Private test results cannot be used for determining student eligibility, although they may be considered for referral purposes. Students who meet the criteria in two of the three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement. (See Dimension A). No single criterion, however, can eliminate a student from consideration for placement in a gifted and talented program. Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina school district.

In addition to second grade census testing, Lexington School District routinely assesses student’s academic achievement in grades 2-8 in the Fall and Spring through nationally normed assessment measures. Those results are imported into the district’s data management system to help determine eligibility and/or the need for additional assessments.

Lexington School District Four sends written notification of second grade census test results to parents and guardians after scores are received. Test results are available in Spanish upon request. Translation services are available for families who speak other languages.

Parent notification of testing results includes:

- Record of the gifted testing results
- Letter indicating if the student did or did not qualify for the Gifted and Talented program; or if the student needs additional testing.

Screening for Gifted and Talented Art

Current 4th through 7th grade students at Sandhills Elementary, Frances Mack Intermediate, and Sandhills Middle are eligible for referral. Students who have already qualified for GT Art do not have to go through the referral/qualification process. Parents, teachers, administrators, or students may make a referral for the GT Art Program. The following materials are required to complete the referral process.

- Completed Visual Arts Referral Form
- 3 artwork entries (can be 2-dimensional or 3-dimensional, but should not be on notebook paper)

All referral materials must be submitted to the art teacher at the student's current school on or before **March 31**. Students whose work and referral form are not submitted on time will be eliminated from the audition process.

After receiving the referral package, the school's visual arts teacher will schedule a date for completing two additional art projects during school hours. Students will also be assigned a three-dimensional art project that can be completed at home. Additionally, students will be given an interview/questionnaire to complete during this process. Dates for this process will be determined by the art teacher. All portfolios must be completed and turned in to the evaluation team before **April 30**.

The completed portfolios will be evaluated by a team that consists of an art teacher, administrator and a member of the art community (may be an art teacher from another district school). The average total score for the portfolio must be 92% or higher to qualify for the GT Visual Arts Program. Parents will be notified of the results before the start of the following school year.

Programming

Description of Gifted Services

Regulation 43-220 requires that South Carolina school districts provide programs for all gifted and talented students at the elementary and secondary levels. These programs shall provide curriculum and instruction that maximize the potential of gifted and talented students. More specifically, programs for the gifted and talented must reflect the following curricular and instructional characteristics:

- a. Content, process, and product standards that exceed the state-adopted standards for all students;
- b. Goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;
- c. Instructional strategies that accommodate the unique needs of gifted and talented learners;
- d. A confluent approach that incorporates acceleration and enrichment;
- e. Opportunities for worldwide communication and research.

Lexington Four Gifted and Talented programs provide enrichment to gifted students in each school for grades 3-8. Curriculum in these classes is accelerated to an appropriately challenging level. Students move beyond the regular education curriculum using advanced levels of analysis and critical thinking. Lexington Four Gifted Program uses a resource/pullout grouping model to provide additional opportunities for advanced learning.

Lexington Four uses the following guidelines for the Gifted and Talented Program:

Grade Level	Teacher/Student Ratio	Total Minutes/year
3	1:20*	4500*
4-8	1:20*	7200*
*Waivers may be requested from SDE to change ratio and or minutes		

High School Honors Classes & Advanced Placement™

Honors and Advanced Placement™ (AP) classes are provided at Swansea High School. A complete listing of AP™ courses at each school is listed on the high schools' websites. Honors and AP courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Honors students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in Honors and AP courses is more sophisticated and complex.

Lexington Four Gifted and Talented Scope and Sequence

CREATIVE AND PRODUCTIVE THINKING

Goal: Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production	Grades 3-4	Grades 5-6	Grades 7-12
2. Demonstrate the use of the brainstorming process in creative problem solving.	Grades 3-4	Grades 5-6	Grades 7-12
3. Show knowledge of various creative thinking strategies by using convergent and divergent thinking processes to complete an original product	Grades 3-4	Grades 5-6	Grades 7-12
4. Show knowledge of various creative processes, including 7- I's (Imagery, Incite, Inspiration, Improvisation, Imagination, and Intuition)	Grades 3-4	Grades 5-6	Grades 7-12
5. Produce ideas and solutions for real challenges using creativity techniques.	Grades 3-4	Grades 5-6	Grades 7-12
6. Apply the creative process to invent a new product.	Grades 3-4	Grades 5-6	Grades 7-12

PROBLEM SOLVING

Goal: Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

1. Demonstrate understanding of creative problem solving skills	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
2. Develop problem solving techniques and group generated solutions.	Grades 3-4	Grades 5-6	Grades 7-12
3. Apply problem solving strategies to class-based situations, such as math word problems and conflict resolution.	Grades 3-4	Grades 5-6	Grades 7-12
4. Apply problem solving strategies to real life situations	Grades 3-4	Grades 5-6	Grades 7-12

THINKING SKILLS

Goal: Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

1. Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning.	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
2. Develop strategies for critical thinking through abstract concepts, connections, and generalizations	Grades 3-4	Grades 5-6	Grades 7-12
3. Develop techniques for inductive inquiry.	Grades 3-4	Grades 5-6	Grades 7-12
4. Develop skills of visualization and spatial perception.	Grades 3-4	Grades 5-6	Grades 7-12
5. Understand the nature of thinking and apply metacognition.	Grades 3-4	Grades 5-6	Grades 7-12
6. Develop reflection and self evaluation skills	Grades 3-4	Grades 5-6	Grades 7-12

COMMUNICATION

Goal: Students will use communication to construct knowledge through a variety of interactions.

1. Participate effectively in a group discussion.	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
2. Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience.	Grades 3-4	Grades 5-6	Grades 7-12
3. Create, develop, and deliver presentations in a variety of formats using various multimedia tools.	Grades 3-4	Grades 5-6	Grades 7-12
4. Develop skills for delivery of constructive criticism, peer review, and self-evaluation.	Grades 3-4	Grades 5-6	Grades 7-12
5. Identify and solve problems using persuasion techniques.	Grades 3-4	Grades 5-6	Grades 7-12

RESEARCH

Goal: Students will make effective decisions about the identification, implementation, and presentation of ideas.

1. Develop advanced investigative and inquiry skills for self directed learning.	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
2. Conduct and plan independent studies and research projects, using action plans, time management skills and study skills	Grades 3-4	Grades 5-6	Grades 7-12
3. Evaluate research sources for relevancy and accuracy.	Grades 3-4	Grades 5-6	Grades 7-12
4. Understand intellectual property issues, such as copyright and patent.	Grades 3-4	Grades 5-6	Grades 7-12
5. Analyze information to create a meaningful format/product.	Grades 3-4	Grades 5-6	Grades 7-12
6. Reflect upon and personally interpret research results	Grades 3-4	Grades 5-6	Grades 7-12

PERSONAL DEVELOPMENT

Goal: Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

1. Analyze and clarify student's feelings on giftedness, and explore related social and emotional issues	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
2. Gain an understanding and respect for each person's abilities, and recognize the similarities and differences between themselves and others	Grades 3-4	Grades 5-6	Grades 7-12
3. Explore feelings about a variety of ethical, moral and cultural issues.	Grades 3-4	Grades 5-6	Grades 7-12
4. Develop respect for self and empathy for others.	Grades 3-4	Grades 5-6	Grades 7-12
5. Develop awareness of student's individual learning profile and individual area(s) of giftedness.	Grades 3-4	Grades 5-6	Grades 7-12
6. Develop self-monitoring skills for personal interactions.	Grades 3-4	Grades 5-6	Grades 7-12
7. Demonstrate leadership and self-advocacy skills.	Grades 3-4	Grades 5-6	Grades 7-12
8. Explore a variety of career opportunities	Grades 3-4	Grades 5-6	Grades 7-12
9. Develop, pursue, and adjust short and long term personal goals.	Grades 3-4	Grades 5-6	Grades 7-12

*Addressing Social & Emotional
Needs*

Social & emotional objectives targeted in the gifted programs:

- Honor students' cultures and the influence on learning
- Afford students a safe, non-judgmental learning environment
- Provide a network of mutual support and encouragement
- Enhance students' self-understanding and self-esteem

Program Evaluation

Lexington School District Four provides for an annual program evaluation and review of relevant data that is objective, represents and seeks input from all stakeholders (students, teachers, parents, administrators, counselors, and school psychologists), coordinates with program goals and is reviewed with staff to ensure implementation of necessary changes.

Components of gifted program evaluation include:

- Maintaining a district gifted student database
- Providing updated gifted student rosters to each school (rosters include areas of identification and scores)
- Tracking numbers of students tested and identified at each school
- Ensuring ethnic representation of the District's student population
- Monitoring gifted students' academic achievement
- Documenting professional development opportunities for teachers of gifted students
- Keeping record of numbers of gifted students enrolling in the District (who had previously attended schools outside the District)