

LaMotte School District #43

Gifted and Talented Plan

Philosophy

The LaMotte School District is committed to providing its students with an excellent education. In an atmosphere which instills a love of learning and an appreciation of self-worth, the students in the LaMotte District school are encouraged to do their best at all times. Following the high standards set by the State of Montana and the academic rigor promoted by the LaMotte School District Board, the administration and the faculty creates demanding and challenging learning experiences that develop the social/emotional, intellectual, physical, and creative capabilities of each student.

The gifted and talented plan is designed for children with outstanding abilities who are capable of high performance and require differentiated educational programming beyond the regular curriculum in order to meet their individual needs.

Identification Process

At LaMotte School, the following identification tools are used to identify students that are gifted and talented. Students that are identified demonstrate learning and thinking characteristics that are noticeably different from, or more advanced than, their peers. Approximately five to ten percent of a school's population might be identified as gifted and talented.

A teacher or a parent may begin the process with a request for a student assistant team meeting (SAT) and a review of a student's academic file. A referral form is completed by the main classroom teacher. An SAT meeting is held and additional testing or identification instruments are completed if needed. A follow-up meeting is held to review identification information and determine eligibility. Students, who meet the criteria listed below, may be identified as gifted and talented.

Students in grades K-2 can be identified with at least 2 or the 3 criteria areas (they may not have formal academic achievement testing). Students in grades 3-8 will be identified with at least 3 or the 4 criteria areas.

Individual Assessment:

- KBIT – Kauffman Brief Intelligence Test (with a score of 95% or better)

Academic Achievement:

- Standardized Test (ITBS and/or Woodcock Johnson – 90th percentile or higher in two or more areas, 95% in one of more areas)
- Criterion Referenced Assessment (MontCAS – score in the advanced range in reading and/or mathematics – Science CRT can also be considered)

Other Identification Information to Consider:

- Teacher recommendation
- Parent recommendation
- DIBELS, Aims Web
- Student production

After identification, an Individual Support Plan is written and reviewed. This becomes a part of the student's academic file.

Curriculum

Student achievement is our focus. Students identified as gifted and talented often learn at a much faster pace than other students and may require different pacing of the curriculum and enrichment across the curriculum. Gifted students often need ongoing, differentiation of instruction that is planned and embedded in the core curriculum. Teachers, parents, and students shall work together to create individual support plans in order to meet individual learning needs in identified areas of the curricula.

Instructional delivery methods may include the following: accelerated pace, academic competitions, inquiry learning, seminars, projects, presentations, demonstrations, exhibitions, problem-based learning, simulations, creative thinking personal goal-setting, independent study, learning contracts. The student assistance team will work together to create a student's individual support plan and identify curricular areas for enhancement.

The goal will be to develop the support plan through the RtI process.