

Gifted and Talented Program Evaluation Recommendations

As of 2/26/2016

#	Themes	Recommendation From:	Recommendation	Accept/Reject	Action Step	Responsibility/Participants	Timeline			
							Ongoing	15-16	16-17	17-18
01	Identification	Internal/External	Hire additional GT specialists (one for upper elementary) to ensure identification occurs more efficiently and comprehensively through greater contact with students.	Accept	<ol style="list-style-type: none"> 1. Budget for additional staff 2. Post position & interview 3. Recommend to Board 	Board Superintendent Asst Sup for C&I		X		
02	Identification	Internal/External	Hire additional GT specialists (one for K-3) to ensure identification occurs more efficiently and comprehensively through greater contact with students.	Accept	<ol style="list-style-type: none"> 1. Budget for additional staff 2. Post position & interview 3. Recommend to Board 	Board Superintendent Asst Sup for C&I			X	
03	Identification	External/Internal	Consider using the Total School Cluster Model to cluster gifted students together in fewer classrooms and reduce the range of learners in all classrooms.	Accept	<ol style="list-style-type: none"> 1. Provide professional development for administrators in consideration of the Total School Cluster Model. 2. Continue to refine the procedures for identification and student placement with consideration of academic and social-emotional needs. 	Superintendent Asst Sup for C&I Administrators G&T TRSs		X		

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	Identification	Internal	Continue to improve training opportunities and collaboration between CST, GT TRSs, guidance, and building administrators to provide appropriate academic and social-emotional support for twice-exceptional students.	Accept	<ol style="list-style-type: none"> GT TRS collaborate with CST to develop and deliver training on the nature and needs of twice-exceptional students. CST case managers, GT TRSs, guidance, and building administrators will collaborate to identify and deliver appropriate supports for twice exceptional students. 	GT TRSs Guidance CST Building Administrators	X			
04	Identification	Internal	Develop procedures for regular and frequent articulation between and among GT specialists, administrators, classroom teachers, guidance and CST to identify and address students' GT needs.	Accept	<ol style="list-style-type: none"> Develop and refine multi-measure screening tools to be used systematically to ensure that data is being collected evenly. Continue to provide professional development to all stakeholders around identification. 	G&T TRSs Administrators Guidance CSTs	X	X		
05	Professional Development-staff		Continue to support certification and ongoing professional development in GT education for all GT specialists	Accept	<ol style="list-style-type: none"> Budget for local, state, and national conferences. Process approval forms. Turn-key learnings to additional staff 	Board Asst Sup for C&I	X			
06	Professional Development-staff	External	Continue to support College Board training for honors and AP teachers	Accept	<ol style="list-style-type: none"> Budget for local, state, and national conferences. Process approval forms. Turn-key learnings to additional staff 	Board	X			

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07	Professional Development- staff and administrators	Internal	Provide for a consistent and cohesive approach to PD to raise awareness of GT definitions, District philosophy and programming, and rationale in order to address the needs of WWP gifted students and forge effective communication regarding GT with administrators and staff.	Accept	<ol style="list-style-type: none"> 1. GT TRSs will continue to collaborate as part of new teacher training. 2. Present on related topics at district staff development days, morning shares and faculty meetings. 3. GT TRSs will meet periodically with subject department heads for collaboration and awareness. 4. GT TRSs will be included on each department's email list. 	G&T TRSs All Administrators	X			
08	Professional Development parent outreach	Internal	Continue and expand outreach to parents to impart awareness of GT philosophy and programming in light of research and best practices, and to explain identification processes and the role of the GT specialist both in and beyond the classroom.	Accept	<ol style="list-style-type: none"> 1. Continue to provide parents with workshops on GT philosophy, programming options, and identification processes. 2. Work with school PTSAs and Parent University to provide social emotional education for parents. 	G&T TRSs	X			

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09	Affective Needs	External	Consider differentiating the topics covered in the 8th grade PRISM for All to have a heavier focus on stress management in preparation for high school.	Accept	<ol style="list-style-type: none"> 1. Expand PRISM for All dates in order to include stress management in the curriculum. 2. Add stress management in January for 8th graders -- expand to the entire grade. 3. Develop new curricula. 	Guidance 6-8 G&T TRSs	X			
10	Affective Needs	External	Convene a taskforce at the high school level that includes representatives from all stakeholder groups (administrators, teachers, counselors, parents, and students) to promote students' love of learning and reduce stress.	Accept	<ol style="list-style-type: none"> 1. Convene task force members. 2. Develop plan to accomplish these goals 	HS representatives from all stakeholder groups (admins, teachers, counselors, parents, students)			X	
11	Program Design	Internal	Replace Continental Math League (CML) competition in grades 6-8 with the AMC 8.	Accept	<ol style="list-style-type: none"> 1. Inform parents of change 2. Enroll in AMC 8 	6-12 Math Supervisor		X		
12	Program Design	Internal	Discontinue the CML competition in grades 3-5.	Accept	Inform parents based on inquiries	Principals K-5 Math Supervisor		X		
13	Program Design	Internal	Eliminate the A&E identified program in grades 4 & 5	Accept	Board resolution to eliminate grade 4-5 A&E program,	Superintendent		X		

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14	Program Design	Internal	Provide math resource specialists in grades 4-5 to assist in the development of deep mathematical thinking and understanding for all students	Accept	Post positions, Interview, Board approval	Asst Sup for C&I			X	
15	Program Design	Internal	Deepen mathematical knowledge of teachers and materials available to support grade 4-5 math instruction.	Accept	1. Design PD opportunities. 2. Create library of materials	K-5 Math Supervisor		X	X	
16	Program Design	Internal	Establish multiple measures to identify students for the 6-8 A&E math program to begin in the 2018-19 school year.	Accept	Convene Committee to identify multiple measures	Asst Sup for C&I Math Supervisors		X	X	X
17	Program Design	External	Eliminate the Renzulli Learning System	Accept	Do not renew contract, inform parents when inquiries occur	Asst Sup for C&I		X		
18	Program Design	External	Examine opportunities for expanding scheduling opportunities for G&T programming	Accept	K-5 scheduling committee & 6-8 scheduling committee	Superintendent Asst Sup for C&I Principals			X	X
19	Program Design	External	At the middle school level, modify the content of the GT PRISM program so it appeals to a broader range of gifted students' interests.	Accept	Investigate new opportunities, design new programs, develop curricula, inform students, parents and teachers	Principals 6-8 G&T TRSs	X			
20	Program Design	External	At the high school level offer capstone interdisciplinary courses	Accept	Apply for AP Capstone Program	Principals				X