

GRAFTON SCHOOL DISTRICT

Every Student, Every Day

Talent Development Action Plan

Talent Development involves.....

- *Activities based on students' strengths, talents, and sustained interests in many talent areas or domains*
- *Challenges in which students may apply knowledge creatively*
- *Many options or services, with considerable flexibility in how and when services are offered*
- *Activities that emerge from, extend, and enhance strong regular curriculum*
- *Shared ownership and participation by many staff, students, families, and community resources*
- *Shared ownership and participation by many staff, students, and community resources*

(p. 143 The Talent Development Planning Handbook (2008), Treffinger, et.al.)



Goal 1: MEET NEEDS OF TALENTED AND GIFTED STUDENTS ACROSS K-12

Comply with Wisconsin State Standard (t): *“Provide Access to an Appropriate Program for Pupils Identified as Gifted and Talented.”*

Purpose:

In determining compliance with Standard (t) five areas must be comprehensively and systematically accommodated across K-12:

1. *The Board of Education has designated a person to coordinate the gifted/talented program.*
2. *The district has established a plan for the education of gifted and talented students.*
3. *The school board has established a means, based on multiple criteria, for identifying gifted and talented pupils in each of the categories identified in s. 118.35(1):*
Intellectual
Creative
Artistic
Specific Academic Areas
Leadership
4. *The school district has established, without charge for tuition, a systematic and continuous set of instructional activities or learning experiences which expand the development of pupils identified as gifted or talented as required under ss. 118.35(1) and 121.02(1)(t).*
5. *The school board provides an opportunity for parental participation in the planning of the program.*

Action Steps	People & Resources Needed	Timeline			Evidence of Success
		2017-18	2018-19	2019-20	
Determine K-12 Universal Screening Tools and process for all students (5 areas) a. Development of referral form in 5 areas b. Process and Checklists c. Training and resources for staff to implement	Art and Music teachers to work together to develop assessment checklist -use internal teacher rating scale -could use Gifted Evaluation Scale -could use information from targeted screener from DPI to add or revise our current screener	X	X		checklists for visual and performing arts and leadership screeners listed for all areas -district annual PD calendar -IST agendas -Curriculum Board committee minutes
Unfolding and activating the Universal Screening Process d. A process exists where data is collected and analyzed		X			process in place as a system in all areas



Conduct Internal Review to determine compliance to Standard (t) a. Implement checklist b. Analyze data – school to school and grade to grade analysis- gaps and overlaps c. suggestions		X	X	X	
Handbook includes : purpose and philosophy, roles and responsibilities, programming development, student identification, communication guideline	review of teacher handbook with staff professional development	X			
Parent participation a. Advisory team b. Participation in student programming	continue RISE Support Team ALP parent meetings in place	X	X	X	

Goal 2: COMMUNICATIONS

Create a systematic communication system across K-12, improving communications between schools and teachers, schools and families, and schools and the community-at-large.

Purpose:

Communicating the mission, scope and pathways for talented and gifted education within the district and roles of administration, staff, families, students, and community-at-large in this process is imperative for systematic development and implementation of “best practices” in gifted education. Using a wide range of internal and external means and resources to improve and sustain communications fosters K-12 gifted education and talent development in all students and the transformational steps related to curriculum needed for student achievement.

Action Steps	People & Resources Needed	Timeline			Evidence of Success
		2017-18	2018-19	2019-20	
Develop Parent Handbook	review	X			
Grafton RISE website includes information and access to resources	continue to build and monitor	X			
Interview opportunities a. teachers b. students			X		



c. parents					
Best Practice Series offerings for parents and community			X	X	
School Board and community presentations a. Curriculum Board committee	updates provided	X	X	X	
Internal review of programming and RISE system Parent and teacher survey- development and analysis of data			X		
District internal support structures a. RISE Instructional Support team meetings- monthly b. Principal agenda item on monthly meetings		X	X	X	
Internal Teacher communication structures		X	X	X	action plan district PD calendar IST agendas

Goal 3: IDENTIFICATION & PROGRAMMING

Implement a revised K-12 identification (screening and assessment) process that supports and guides systematic gifted education and talent development programming interventions for students, focusing on skills and capabilities needed for the 21st century.

Purpose:

Creating and strengthening a process that links students' strengths with suitable programming fosters potential and helps prepare students for success in their futures. Systematic, ongoing assessment of students' knowledge, skills, and dispositions to learn in conjunction with a rigorous and diverse curriculum supports their development of global vision, social intelligence, critical thinking, and collaborative networking skills needed for achievement in the 21st century.

Action Steps	People & Resources Needed	Timeline			Evidence of Success
		2017-18	2018-19	2019-20	
K-12 alignment of programming – needs assessment – a. are we meeting the needs of the students? b. Have we addressed scheduling, needs related to acceleration, skipped grade or coursework? c. ALP alignment and review – are the ALPs meeting student needs? Data to support? Quarterly updates? d. housing of the ALPs - teacher access, parent access e. documentation of continual review process	need a process for transition away from an official ALP in 7-12 (student choices of courses come into play) - data monitoring each year needs to be in place MS - IST team, Geometry teacher HS- counseling team	X K-5 focus	X		ALP in Alpine and flags in Skyward communicated plan on paper for how ALPs are monitored 7-12



<p>Assessment of program: curriculum, flexibility weighed with student need and diversity</p> <ul style="list-style-type: none"> a. chart with programming options for each level b. teacher support documents and curricular resources 		X	X	X	<p>curriculum calendar math pathways power standards courses in Canvas</p>
<p>Continuous programming model</p> <ul style="list-style-type: none"> a. Traditional framework - explanation b. Instructional models - explanation <ul style="list-style-type: none"> a. In-Class Clustering b. Differentiation c. Acceleration d. Exploration of additional options c. Staff training d. Resource training and “go-to” people e. Clustering model explanation 		X	X		<p>coaching documents PD calendar for training handbook</p>
<p>Grading policy on acceleration</p> <ul style="list-style-type: none"> a. Middle schoolers taking high school courses and effect on GPA (effect on scholarships) b. District policy review c. Accelerative options documented at each level 	Board curriculum committee	X	X		Board policy for middle school students taking high school courses
<p>Investigation of curriculum models for high achieving students – use as extensions and supplemental instruction for students?</p> <ul style="list-style-type: none"> a. project based learning b. tiered tasks embedded into curriculum c. online options - specific to high learners 		X	X	X	part of coaching model
<p>Showcase of student work – venues for students to showcase work</p> <ul style="list-style-type: none"> a. Portfolio b. Presentations or projects? audiences? c. Common Formative Assessments 	possible ties to ACP plan	X	X	X	
<p>Listing of Co-curricular offerings across district that students can take advantage of</p> <ul style="list-style-type: none"> a. Post on website b. Outside opportunities 	<p>Curriculum Board meetings 5 year student report (Student Services)</p> <p>annual review</p>	X	X	X	RISE website links



Goal 4: PROFESSIONAL DEVELOPMENT AND EDUCATIONAL INTERVENTIONS

Provide staff development for all administrators, teachers, and specialists through opportunities to learn new research-based gifted education and talent development approaches, and how to identify and address the needs of talented and gifted students across K-12.

Purpose:

It is imperative that classroom teachers, specialists, and administrators have up-to-date background in gifted education and talent development as well as the tools and resources necessary to implement best practices. Policies for gifted education and talent development, systematic guidelines for referrals from staff and families, guidance for accommodating students' academic, social and dispositional needs, alignment with Rtl, and district support for interventions are necessary.

Action Steps	People & Resources Needed	Timeline			Evidence of Success
		2017-18	2018-19	2019-20	
Review of internal district and building structures to support RISE programming and teacher discussions			X	X	
Resources available to the district to consult with the district (i.e.: consultants) related to program effectiveness and future planning	CESA 1				
Professional development (early release, extension days, sub release days) to address professional development <ul style="list-style-type: none"> a. listing of staff development activities related to identification and programming b. internal communication format for storing PD information and resources c. Outside programs 		X	X	X	PD calendar internal T&L approval process
Distinct format for intervention discussion – who involved, process flowchart, consistency of format and forms	IST, SST, PLCs	X	X	X	