



School District of Sevastopol

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Gifted & Talented Program Overview 24'-25'

We are thrilled to begin our fifth year of providing systemic, gifted and talented opportunities and support to our identified student population for third through twelfth graders for the 2024-2025 school year! It's exciting and critical that this program continues to thrive and adapt as the students, school, and world around us change. The overview gives you a quick peak into what gifted and talented education (GATE) looks like at Sevastopol right now.

Student Identification

Students in the gifted and talented education program qualify based on criteria met for a minimum of three successive years of high performance on the district's spring assessment and their score on the Cognitive Abilities Test (CogAT). If a student has met both criteria, they are in the program. The level of need and opportunity may change each year based on current classroom performance and desire.

Entrance Criteria:

- An overall Cog AT score at or above the 93rd percentile AND three or more years of consecutive spring MAP/STAR testing data in ELA or Math at or above the 93rd percentile.
- Students currently under an individualized education plan (IEP) must score in the 83rd percentile or higher and have a minimum of three successive years of performing at the 83rd percentile or high on the district's spring MAP/STAR assessment as well as the Cog AT score.

Differentiated Accountability Plan

A child's Differentiated Accountability Plan (DAP), provides documentation of important test scores and feedback for gifted and talented education (GATE) qualification and planning. Upon qualifying, a DAP is created. The parent, student, and teachers also provide feedback to help best understand the student. This is not a legal, binding document like an Individualized Educational Plan (IEP) and is not a requirement of the school district.

Programming by School

Within the gifted and talented program, there are three different schools that the program spans across. Each school building presents similar and different opportunities to engage our GATE population.

Giftedness is multidimensional. Students may be capable of superior performance or potential in one of the five areas: general intellect ability, specific academic area, creativity, artistic (visual/music), and/or leadership. Currently, Sevastopol's GATE program provides support in general intellect ability, specific academic area, visual arts and leadership. I am pleased to announce that we are in our third year of identifying and serving our gifted artists during winter programming opportunities after school. Two years ago, we also began a program called The Leadership Council. This was provided to all high school student-athletes who wanted to join and improve their leadership skills. This will continue for the '24-'25 school year and will meet the second Wednesday of each month from 7:00AM-7:45AM in the Pioneer Room.

In year five, the following is a brief look at what Sevastopol provides its identified population by age levels:

- Elementary School Programming (Grades 3-5): Gifted and talented services are provided through a combination of formats as determined by the classroom teacher and gifted and talented coordinator. The format includes small group, one-on-one, push-in, and/or pull-out services. If instructional changes need to be made, these are done unit by unit. Services include 30 minutes, twice a week of instruction in the identified math and/or reading strength area(s).
- Middle School Programming (Grades 6-8): Gifted and talented services will be provided during the child's Resource block 2-3 times a week. Student will participate in various leadership activities as well as project-based learning in the fab lab, metals and wood shop throughout the course of the year. Choice in project-based learning is a large component at this level. In January, the eighth graders are provided additional high school course planning assistance and guidance by the gifted and talented coordinator and school counselor.
- High School Programming (Grades 9-12): Services for our academically gifted high schoolers is primarily provided through advanced coursework and the process of planning for the future. Students work with the gifted and talented coordinator as well as school counselor to plan their four years of high school. This is done to determine areas where there is/can be advanced coursework and rigor to better position the student for future opportunities if they choose. Sophomores and juniors have the option to take the PSAT in the fall. Participation in this as a sophomore is practice. As a junior, a student's performance on this can put them in position for the National Merit Scholarship.

At each school, there are various clubs and activities that kids can join. Some may be offered during lunch, before school, after school, or on the weekends. Students and families can participate in them if they choose.

Timeline of Services

During the school year, there is a general timeline that has been established to keep students' needs and programming at the forefront. A general outline has been provided for you.

- Push-in services refer to when the gifted and talented coordinator works directly in the classroom on the content being taught but at a different level or provides an alternate activity supportive of the classroom curriculum.
- Pull-out services refer to when the gifted and talented coordinator pulls the identified student(s) and works with them outside of the classroom setting using specific gifted and talented curriculum.

General Programming Calendar:

- September: All students remain in their classrooms to learn the expectations of the new grade level and their teachers as well as complete district assessments. It is important for students to feel comfortable in their new classroom(s) and build relationships with teachers and peers. This time is set aside to gather new data from the start of the school year, and to confirm strengths and identify new areas of strength. This month is also used to share prior data and differentiation about the identified students with teachers as well as work out schedules with teachers. Check-ins with high school teachers and students may occur to see how advanced coursework is progressing and if adjustments need to be made.

- October-November: The Cognitive Abilities Test (CogAT) is administered, and program qualification is determined for new students. All pull-out and push-in services at the elementary and middle school have begun. Recommended new students and third graders begin testing and evaluation of services begins.
- December-January: Pull-out and push-in services continue to be provided based on need and data. Newly identified students will have an initial Differentiated Accountability Plan created and services and opportunities will be put in place during this time. High schoolers will create and/or review their four-year plan to determine what passion and rigor they want to pursue. Identified eighth graders will begin engaging in the high school scheduling process, create a draft four-year plan, and start to get educated on what high school advanced opportunities exist if they choose. Together, we will research a few colleges online to see entrance requirements as an activity in creating a four-year plan for high school.
- February-April: Pull-out and push-in services continue to be provided based on need and data. All pull-out and push-in services at the elementary and middle school level continue. Check-ins with high school teachers and students may occur to see how advanced coursework is progressing and if adjustments need to be made on an as needed basis.
- May: Pull-out and push-in services decrease and end.
- June-August: GATE program needs for the following school year are reviewed and evaluated.

It's great to be advocating and leading programming for the top 8% of our student population in grades 3-12 at Sevastopol!

Sincerely,

Brooke Tanck-*Gifted & Talented Coordinator*
Melissa Marggraf-*Director of Pupil Services*