

GIFTED EDUCATIONAL PLAN



MAYSVILLE PUBLIC SCHOOL
25-I007
MAYSVILLE, OKLHAOMA

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Annual Review 2024

**Gifted Education Plan
Maysville Public School
Maysville, Oklahoma**

I. Introduction

An important goal of Maysville Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide these appropriate educational experiences will include:

- Assessing the instructional level of identified students and considering the unique learning characteristics of each child,
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace,
- Providing differentiated curriculum to meet unique needs,
- Appropriately matching the programs and support services to the individual and;
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

II. Identification of students for gifted educational programming

A. Site committee on gifted educational programming

- i. The committee at each school site will include the site coordinator for gifted programming who will be the site principal or his/her designee, plus teachers, counselor and others as appropriate.
- ii. The committee coordinators and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

B. Process for identifying students

- i. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
- ii. Nominations will be sought from a wide variety of sources.
 1. Professional educators
 2. Parents
 3. Community Members
 4. Peers
 5. Self
 6. Others as appropriate
- iii. Data will be collected on nominated students.

1. Testing methods
 - a) Standardized tests of intellectual ability. These may be either individual or group administered tests.
 - b) Standardized norm-referenced achievement tests
 - c) State mandated criterion referenced tests
 - d) Grades and evidence of student classroom performance or ability
 - e) Other as appropriate
2. Non-testing methods
 - a) Checklist
 - b) Student work portfolios
 - c) Student achievement outside the school's curriculum
 - d) Creative thinking ability
 - e) Leadership ability
 - f) Visual performing arts ability
 - g) Teacher recommendation
 - h) Other as appropriate
- iv. Site committee analyzes data and makes placement decisions.
 1. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval.
 2. Students' placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming. Nominations for the 8% criteria may include but are not limited to one or more of the following:
 - a) 4.00 grade point average unweighted
 - b) 90% OCCT state assessments
 - c) 25 and above ACT
 - d) Demonstrates abilities of high performance capability
 - e) Star Test – Reading or Math – score 0.5 above grade level on both
 3. Uniform identification procedures will be used to identify students for specific gifted educational programming options. These procedures will be communicated to the entire school staff.
 4. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists or other relevant information. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
 5. Placement will be made in programming options appropriate to the student's educational needs, interest and/or abilities with parental approval.
 6. Instructionally useful information about individual students obtained during the identification process will be communicated to the

- appropriate members of the instructional staff regardless of final placement.
- v. Identification of gifted students is an ongoing process extending from *school entry through grade twelve*.
 - 1. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
 - 2. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience.
 - 3. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner.
 - 3. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
 - 4. Once student is placed or identified as gifted and talented, they will remain in the program the following year even if their testing scores drop below required number.
 - 5. Students may be removed from a programming option which is not meeting their educational needs following a conference with parents.
 - 6. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
 - 7. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.
 - 8. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or as long as needed for educational decisions.
 - vi. The identification process and placement process includes parental involvement.
 - 1. Parents will be asked to grant written permission for individual testing.
 - 2. An additional evaluation will be available upon request.
 - 3. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
 - 4. Parents will be provided with a summary of the gifted educational programming to be offered their child.
 - 5. Parents may appeal a placement decision with which they disagree. Appeal will be made to the site committee. Further appeals may be made to the district program coordinator.

III. Differentiated Education

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.
 - i. Programming Options

1. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
 2. Students will be placed in programming options based on their abilities, needs and interests.
 3. Gifted child educational programming is ongoing and a part of the school schedule. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.
- ii. Curriculum
1. Curriculum for the gifted extends or replaces the regular curriculum.
 2. Curriculum is differentiated in content, process and/or product.
 - a. Content is differentiated in breadth, depth and/or pace.
 - b. Processes for gifted students stress creativity and higher level thinking skills.
 3. Curriculum is planned to assure continuity.
- B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.
- i. Every school site will complete a site gifted plan for the following year by **April 15** of each year. Each school will draft their plan and send it to the district office so the district plan can be developed from theirs.
 - ii. Each site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
 - iii. When appropriate, differentiation will occur in content, process, product and learning environment.
 - iv. Staff development opportunities will be an integral component of the program.
- C. Site plans will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. Components that will be incorporated into the site based plan will be selected from one or more of the following:
- i. Elementary Gifted Plan
 1. Appropriate Flexible Pacing may include one or more of the following service deliveries per site:
 - a. Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
 - b. Proficiency Based Promotion - Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on approved assessments.
 - c. Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students.

- d. Independent Study - Individually contracted in-depth study of a topic; also a course of unit study taken
 - e. Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
 - f. Instructional Groups - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
 - g. Curriculum Compacting - A system designed to adapt the regular curriculum to meet the needs of above average students by either limiting previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
 - h. Other
2. Enrichment may include one or more service deliveries per site:
- a. Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. Examples include:
 - i. Learning centers
 - ii. Guest speakers
 - iii. Independent study
 - iv. Junior Great Books
 - v. One (1) field trip per semester that provides enrichment beyond what school provides
 - b. Seminars - Special short-term sessions where students focus on one area of study.
 - c. Creative and Academic Competition - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:
 - i. Science Fair
 - ii. Geography Bee
 - iii. Invention Convention
 - iv. Math Olympiad
 - v. Odyssey of the Mind
 - vi. Robotics Challenges
 - vii. Academic Quiz Bowl meets
 - viii. Other
 - d. Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
 - e. Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students.

3. Academic/Social Support may include one or more service deliveries per site:
 - a. Guidance and Counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
 - b. Special career days can be incorporated into some site schedules designed to assist students in planning their academic career in school and after high school.
4. Staff Development
 - a. Examples of programs may include:
 - i. Implementation of Maysville District Gifted Program
 - ii. Components of appropriate flexible pacing
 - iii. Integrated curriculum/thematic units
 - iv. Learning styles
 - v. Higher level thinking skills
 - vi. Problem finding and problem solving
 - vii. Other
- ii. Middle Level Gifted Plan
 1. Appropriate Flexible Pacing may include one or more of the following service delivery methods.
 - a. Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
 - b. Proficiency Based Promotion - Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on approved assessments.
 - c. Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students.
 - d. Independent Study - Individually contracted in-depth study of a topic; also a course of unit study taken
 - e. Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
 - f. Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on basis of mastery.
 - g. Cross Grade Groups - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for learning task and performance expectations.
 - h. Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
 - i. Dual Enrollment - Qualified students taking middle level or high school courses while at the middle level.

2. Enrichment may include one or more service deliveries per site:
 - a. Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.
Examples include:
 - i. Learning centers
 - ii. Guest speakers
 - iii. Independent study
 - iv. Junior Great Books
 - b. Seminars - Special short-term sessions where students focus on one area of study.
 - c. Creative and Academic Competition - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:
 - i. Science Fair
 - ii. Geography Bee
 - iii. Invention Convention
 - iv. Math Olympiad
 - v. Odyssey of the Mind
 - vi. Engineering Fair
 - vii. Math Counts
 - viii. National History Day
 - ix. Academic Bowl
 - x. Robotic Competitions
 - xi. Other
 - d. Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
 - e. Other
3. Academic/Social Support may include one or more service deliveries per site:
 - a. Duke Talent Search - Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
 - b. Guidance and Counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
4. Staff Development
 - a. Examples of programs may include:
 - i. Implementation of district gifted program
 - ii. Components of appropriate flexible pacing
 - iii. Integrated curriculum/thematic units
 - iv. Learning styles
 - v. Higher level thinking skills
 - vi. Problem finding and problem solving
 - vii. Other

iii. High School Gifted Plan

1. Appropriate Flexible Pacing may include one or more of the following service delivery methods.
 - a. Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
 - b. Proficiency Based Promotion - Available to all students as outlined in the Parent Student Handbook. Students demonstrating proficiency at the 90% level on approved assessments will be promoted to the next appropriate level.
 - c. Honors, Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students.
 - d. Independent Study - Individually contracted in-depth study of a topic. Could be a correspondence course taken through an individual arrangement guided by the counseling staff and an approved correspondence program.
 - e. Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
 - f. Instructional Group - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area. These groupings take place within the environments of a specific classroom.
 - g. Cross Grade Groups - Classes set up to serve students of different grade levels. On the high school level, these courses are not the core classes; rather, students will work in cross grade groups in elective courses. Students may work at an advanced grade level with one or more students sharing similar readiness for the learning task and performance expectation.
 - h. Concurrent Enrollment - Qualified students will be allowed to enroll concurrently in university or college level courses with proper authorization from the counseling staff and administration. High school staff will work with student schedules in order to make this program successful.
2. Enrichment may include one or more service deliveries per site:
 - a. Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. Examples include:
 - i. Guest speakers
 - ii. Appropriate field trips
 - iii. Independent or correspondence study
 - iv. Academic competitions
 - v. Appropriate resource materials beyond the regular textbook concept

- b. Seminars - Special short-term sessions where students focus on one area of study. Could include PSAT/SAT workshops, ACT workshops, etc.
 - c. Creative and Academic Competition - Organized activities that allow the student to compete in the area of their expertise.
Examples include:
 - i. Science Fair
 - ii. Geography Bee
 - iii. Invention Convention
 - iv. Math Olympiad
 - v. Odyssey of the Mind
 - vi. Engineering Fair
 - vii. Math Counts
 - viii. National History Day
 - ix. Academic Team/Bowl
 - x. Scholastic Meets/Competitions
 - xi. BETA Competitions
 - xii. Other
 - d. Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
- 3. Academic/Social Support
 - a. Guidance and Counseling assists gifted and talented students in the planning of their academic and after high school careers.
 - b. Other
- 4. Staff Development
 - a. Examples of programs may include:
 - i. Implementation of Maysville School District Gifted program
 - ii. Components of appropriate Flexible Pacing
 - iii. Integrated Curriculum/Thematic Units
 - iv. Learning Styles
 - v. Higher level thinking skills
 - vi. Problem finding and problem solving
 - vii. Other

IV. Evaluation

- a. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. This plan will include a combination of the evaluation methods used at each site. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.
- b. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each school site. Evaluation findings are compiled, analyzed and results will be communicated in a timely and meaningful way to

- program decisions makers at the site level, the district level and, as appropriate, to students, parents and the public.
- c. The evaluation process assesses each component of gifted educational programming. These include:
 - i. Identification
 - ii. Professional development
 - iii. Programming options
 - iv. Curriculum
 - v. Community involvement
 - vi. The evaluation process
 - d. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
 - e. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
 - f. Data for evaluation will be obtained from a variety of instruments, procedures and information sources, included but not limited to: gifted students' scores from pre and post norm reference tests, criterion referenced scores, student's portfolios, teachers and community member questionnaires.
 - g. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.
 - h. Advanced content courses will be noted on students' transcripts.

V. Local Advisory Committee

- a. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
- b. The Local Advisory Committee will be demographically representative of the community.
- c. The Local Advisory Committee will be appointed no later than September 15 of each school year for **two year terms** and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district.
- d. The first meeting will be called by the District Superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice chair.
- e. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- f. The school district will furnish staff that has training in gifted education for the advisory committee.
- g. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child

educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education.

VI. Qualifications and responsibilities of gifted child educational program staff

- a. Qualifications of staff:
 - i. Teachers will hold a valid Oklahoma teacher certificate appropriate to the grade level(s) included in the program.
 - ii. Gifted educational program coordinators will hold a valid Oklahoma teaching certificate.
 - iii. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education each year.
 - iv. Gifted educational program coordinators shall participate in in-service training or college training designed to educate and assist them in the area of gifted education each year.
 - v. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.
- b. Responsibilities of gifted educational program staff
 - i. The superintendent or the district coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as are required by the State Department of Education gifted educational programming.
 - ii. The principal or site coordinator for gifted educational programming will be responsible for working with the site committee, coordinating gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.
 - iii. The site committee on gifted educational programming will work with the site coordinator to develop the site gifted plan each year. The site gifted education specialist or designee is responsible for coordinating the site programming options.
 - iv. Under the direction of the district coordinator for gifted educational programming, an organizational document will be developed at each site with clearly delineated roles, responsibilities and coordination.
 - v. Delivery is addressed by both the regular classroom teachers and the gifted educational specialist. They work closely together to implement appropriated flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.
 - 1. The gifted education specialist provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-service training, and assists classroom teachers in finding and securing resource material and/or resource

- persons.
2. The gifted education specialist is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.
 3. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in place, breadth and depth.

VII. Budget

- a. Each site coordinator for gifted educational programming, in conjunction with the site committee and administration will prepare a budget for gifted educational programming as a part of the site gifted plan.
- b. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.
- c. The district budget for gifted educational programming will be submitted to the State Department of Education as required.
- d. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

VIII. Expenditure Reports

- a. An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307 (D).
- b. The report will outline the expenditures made by the district during that year for gifted child educational programming (70 O.S. 1210.307 (D)).
- c. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System (OCAS).