

Project Challenge Self-Evaluation

1. Enter the District Name and MSIS Number below. Also, please indicate the District Gifted Program Contacts by name, title, and phone number.

District Name: Waltham County School District

District MSIS Number: 7400012

Contact #1 Name: Kim Brumfield

Contact #1 Title: Case Manager

Contact #1 Phone: 601-876-6000

Contact #2 Name: Rhonda Kennedy

Contact #2 Title: Gifted Contact Person

Contact #2 Phone: 601-876-3350

2. Please enter the e-mail address of your district's Gifted Contact #1.

kbrumfield@wcsd.k12.ms.us

3. Please enter the e-mail address of your district's Gifted Contact #2.

rkennedy@wcsd.k12.ms.us

4. 1. The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.

Students are given an interest inventory in the Project Challenge classroom and the results are shared via email with the teachers and parents.

1.4 In addition to level 3, the information collected is shared with all school personnel responsible for the appropriate education of the individual students.

5. 2. Differentiated curriculum shall be provided for identified gifted students.

2.2 The district's Instructional Management Plan for gifted students provides for differentiated curriculum that is in compliance with State Board of Education policy and state law

6. 3. The local district shall provide opportunities for high ability learners that include grade acceleration, subject acceleration, curriculum compacting, mentorships, and/or concurrent enrollment.

3.1 The district does not publicize options for high ability students and does not consider parental requests.

7. 4. The program of instruction provided to gifted students shall be based on the mastery of the MDE gifted program outcomes.

Students IMP is based on the gifted MDE outcomes. IMP's are checked yearly. Students use these skills in real life situations such as planning a vacation.

4.4 In addition to level 3, students demonstrate continual growth toward mastery of the process skills in the Instructional Management Plan, and are able to appropriately apply the process skills to real life situations/problems.

8. 5. Career exploration and life skills shall be an integral part of the differentiated program of instruction for all gifted students.

Students have guest speakers to help explore careers.

5.3 In addition to level 2, personnel in the gifted education program assist in establishing contacts for mentorship experiences for gifted students.

9. 6. Visual and performing arts shall be included in the differentiated program of instruction for gifted students.

6.2 The district's Instructional Management Plan for the gifted program includes a differentiated program of instruction that exposes students to the visual and performing arts.

10. 1. Appropriately qualified personnel shall direct services for the education of gifted students.

The gifted contact person possesses over 25 years in gifted education and holds a gifted endorsement.

1.3 In addition to level 2, at least one gifted contact person possesses a minimum of three years teaching experience in an approved gifted education program.

11. 2. Gifted programming shall be an integral part of the district's overall educational offerings and gifted students receive a minimum of 240 minutes per week of services in an approved gifted education program.

2.2 Gifted students receive a minimum of the mandated 240 minutes per week of services from an appropriately endorsed teacher in an approved gifted education program.

12. 3. Gifted education programming shall include positive working relationships with advocacy groups.

3.2 There is evidence of established means of communication with advocacy groups.

13. 4. Gifted Education program shall maintain all correspondence with MDE.

4.2 There is evidence or record of an established correspondence MDE.

14. 5. Gifted education programming shall include positive working relationships with parents.

Parents have opportunities to make recommendations on the gifted survey form.

5.3 In addition to level 2, parents of gifted students have regular opportunities to share input and make recommendations about program operations.

15. 6. Gifted education program shall include a positive working relationship with administrative and district personnel.

Gifted students make annual presentation to school board.

6.4 In addition to level 3, the gifted contact person or coordinator makes an annual presentation to the local school board concerning the status of the gifted education program.

16. 7. Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming

7.2 The local district has ensured that gifted program teachers have available adequate resources to support and sustain the goals and objectives of the gifted program and these resources are equitable compared to resources for other district programs.

17. 1. A continuum of programming services shall exist for gifted learners.

1.2 Gifted program services are available to all intellectually gifted students in grades 2-6.

18. 2. Adequate funds shall be budgeted to allow for gifted programming that meets the needs of the district's gifted students.

Gifted teachers receive the same amount in EEF funds as regular classroom teachers.

2.4 In addition to level 3, the local gifted supplement is no less than that of other locally supplemented programs of similar size and scope.

19. 3. Gifted programming is based on an established mission/philosophy statement with goals and objectives that reflect the need for gifted education programming.

Parents are given a pamphlet with the district's mission statement with accompanying goals and objectives.

3.3 In addition to level 2, the mission / philosophy, goals, and objectives are publicly available and are distributed to parents of eligible gifted students.

20. 4. Flexible grouping of students in a resource room shall be developed in order to facilitate differentiated instruction and curriculum.

4.2 Gifted students are grouped together for a minimum of 240 minutes of instruction each week in a resource room in an approved gifted education program.

21. 5. Policies for adapting and adding to the nature and operations of the general education program are necessary for gifted education

5.2 Existing local school district policies include provisions for the needs of gifted students.

22. 1. An annual self-evaluation shall be conducted for the purpose of improving the program.

1.2 An annual self-evaluation is conducted and based on the gifted standards. The results are reported and used for improvement of the program. The Annual Self-evaluation must be submitted to the MDE by June 30 each year.

23. 2. An evaluation shall be conducted competently and ethically and shall solicit information from all stakeholders.

an annual evaluation is conducted each year to solicit information from students, parents, teachers and building administrators.

2.3 In addition to level 2, program evaluations are conducted on an annual basis.

24. 3. The evaluation shall be made available through a written report.

A report is sent out to all stakeholders.

3.3 In addition to level 2, the report presents the evaluation in a clear and cohesive format to all stakeholders.

25. 1. Gifted students shall be provided with guidance efforts to meet their unique socio-emotional development.

1.2 The gifted program teacher provides specific activities that address the socio-emotional needs of gifted students and is available to provide individual guidance to gifted students.

26. 2. Gifted students shall be provided with career guidance services especially designed for their unique needs and interests.

2.2 The gifted program teacher provides career guidance specific to the needs and interests of gifted students.

27. 3. Gifted at-risk students shall be provided with guidance and counseling, targeted and differentiated services to help them reach their potential.

3.2 The gifted program teacher provides guidance counseling services to address the needs of at-risk gifted students.

28. 4. Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.

4.2 The gifted program teacher provides a curriculum that addresses the affective needs of gifted students.

29. 5. Underachieving students who are potentially gifted shall be identified and served rather than omitted from differentiated services.

5.2 Underachieving students who are potentially gifted are identified and served in the gifted program.

30. 1. A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.

Gifted teachers attend the MAGC annual gifted conference

1.2 Gifted program teachers are required to attend professional development provided by the district regarding the appropriate education of gifted students.

31. 2. Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education.

Gifted program teachers attend the annual MAGC conference

2.3 In addition to level 2, gifted program teachers are allowed to attend state and/or national gifted education conferences.

32. 3. Professional development materials pertaining to gifted education are available in the district and are updated on a regular basis.

3.2 Professional development materials pertaining to gifted education are available in the district.

33. 4. Training for developing differentiated curriculum appropriate for the needs gifted students is available for teachers of the gifted.

4.2 The district provides training to enable teachers to develop an appropriate differentiated curriculum that is in compliance with the local gifted program's Instructional Management Plan.

34. 5. Only teachers endorsed in gifted education shall teach in the gifted education program.

Gifted teachers both have endorsements in gifted Education and are active members of the MAGC

5.4 In addition to level 3, gifted program teachers actively participate at the state and/or national level in professional organization for gifted education.

35. 1. District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.

Teachers provide all classroom teachers gifted referral forms and provide classroom teachers with a staff development session to explain gifted characteristics.

1.3 In addition to level 2, professional development on characteristics of giftedness is provided to school staff. Teachers are encouraged to refer students based on those characteristics.

36. 2. Equitable consideration for gifted education services is given to all students through the screening process.

2.2 All students comprise the initial pool of potential recipients for gifted education services and universal screening for gifted education services occurs at one grade level.

37. 3. Referrals for gifted screening are accepted from multiple sources.

3.2 Referrals are accepted from anyone who believes the student might be eligible for gifted program services.

38. 4. Information about characteristics of giftedness and gifted programming is provided to parents.

Gifted literature is provided for parents and teachers in the Special Services office

4.3 In addition to level 2, school libraries or district parent centers provide parents with materials specifically related to giftedness and/or special needs of gifted students.

39. 5. All student identification procedures and instruments shall be based on best practices and research.

Verbal and non verbal school ability tests are given and this information is used by the psychometrist to determine which IQ test to perform,

5.3 In addition to level 2, information is gathered from multiple sources and used to allow flexibility in selecting the most appropriate measures for assessment of each student.

40. 6. Reliable and Valid instruments are used for identifying gifted students.

6.2 Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements.

41. 7. Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.

All parents of gifted students have individual conferences once students are deemed eligible.

7.4 In addition to level 3, individual conferences are held with parents to review the assessment team report, the requirement for annual reassessment of the student's progress in the program, and the process for students entering and exiting the program

42. 8. The district has a policy in place for parent appeals.

8.2 The district has written procedures and guidelines for parent appeals in policy.

43. 9. Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student.

9.2 The assessment instruments selected by assessment personnel make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.

44. 10. Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.

10.2 The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students

Thanks again for completing the 2017-2018 Annual Gifted Self Evaluation.

Sincerely,

Jen Cornett, Gifted Education Specialist