

Gifted/Talented 3-Year Plan

**Insert District Name and #**

Submitted October 2016 by:

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Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Position in District: \_\_\_\_\_

Current E-mail address:

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**A. PHILOSOPHY STATEMENT:**

Please describe how your school/district mission, vision, core values relate to the education specifically of gifted students. Include information on the following:

- a) How do gifted children's needs vary from the general population in your district?
- b) How do your district's approaches to teaching gifted children employ best practice?
- c) How do stakeholders in your district view an optimum gifted and talented program?
- d) How does your district seek to identify gifted students who are ELL, low income, and twice exceptional?
- e) How does your 3 Year Plan address the ESSA requirements for a well-rounded education?

## B. DEFINITION OF GIFTEDNESS:

- a) Intellectual
- b) Academic Area
- c) Creativity
- d) Leadership
- e) Visual and Performing Arts

## C. PROGRAM GOALS:

Describe the current status of gifted education in your district and your goals for improvement in the coming three years. How might professional development assist personnel improve their delivery of gifted education? What options for gifted students need expansion? What needs might you identify in your district regarding the gifted program? In what ways will improved instruction in gifted education relate to best practice in general for district personnel? How is your district addressing professional development needs relating to identification of gifted children?

## D. PROGRAM OPTIONS:

Elementary:

Junior High/Middle School:

High School:

## E. IDENTIFICATION PROCEDURES: (Please remember that Idaho Code requires more than one means of identification)

Screening Processes:

- a) Teacher referral
- b) Parent referral
- c) Informal checklists (for creativity, leadership, arts)
- d) Types of screening testing (list specific screening tools)
- e) Eligibility
- f) Criteria for Placement in gifted programs

**F. PROGRAM EVALUATION:**

- a) Types of surveys administered in the district (e.g. attitudinal surveys given to parents, students, district personnel) and how the results are used for improvement
- b) Longitudinal data tracking (e.g. how the district follows students through their educational career in the district and how they perform in secondary school and post-secondary school; drop-out rates of identified elementary gifted students when they reach secondary school).
- c) Other means of evaluation

Please discuss briefly your district's most pressing needs concerning gifted education, especially in the areas of professional development and identification of students.