

Trumann School District's Gifted and Talented Program Annual Review Committee's Written Evaluation Plan for 2014-15

All components evaluated annually

Identification

- Ongoing –throughout the school year
 - o Procedure clearly communicated in handbook and to all stakeholders
 - o Yes
 - o no
- Parent, teacher, or student referrals available and accepted throughout the year.
 - o Form in place
 - o Yes
 - o No
- Parents are informed of referral
 - o Form in place
 - o Yes
 - o no
- Parents must sign consent prior to student evaluation
 - o Form in place
 - o Yes
 - o no
- Assessments include two objective and two subjective
 - o Assessment tools utilized meet standard criteria

- Yes
- No

Procedure includes solicitation of information from multiple sources

- Form in place
- Yes
- No

- Identification committee in place (on each campus)
 - Names of members are known and committees are formed
 - Yes
 - no
- Blind screening of student data to ensure un-bias placement
 - Student data sheet uses assigned number not name
 - Yes
 - No
- Procedures include assurance that no single criterion is used to either include or exclude a student
 - No cut off scores/ consider each student individually
 - Yes
 - no
- Parent notification of identification committee's recommendation of placement into GT Program or remain in talent pool (student will not benefit from placement at this time).
 - Form in place
 - Yes

- o No
- Identification procedures include appeal procedures
 - o Yes
 - o No
- Exit procedures are clearly defined in the student handbook
 - o Yes
 - o no
- Parent consent of placement to receive GT services
 - o Form in place
 - o Yes
 - o no
- Annual review committee reviews GT student placement /continued benefit of program services.
 - o Review committee in place and Form in place
 - o Yes
 - o no
- Annual parental consent of continued GT services
 - o Form in place
 - o Yes
 - o no

Staff development

content, process, and or product

Our district GT program curriculum reflects differentiation of:

Content (depth, pace, kind)

- o Yes

no

Process (creativity, thinking skills)

Yes

no

Product (audience)

yes

no

whole group enrichment lesson plans evidenced

yes

no

All teachers of Pre-AP and Secondary GT Content have
Quarterly lesson documentation with student work samples
on file

Yes

No

All district AP and Pre-AP teachers have current certification
on file

Yes

No

All AP teachers have a syllabus on file that match the course
offerings title on master schedule

Yes

no

GT Program Scope and Sequence is verified

Yes

no

Community involvement

There is evidence of ongoing opportunities for community awareness and involvement through the following means:

Informative emails and attachments for all district employees, GT News Letters, GT Web Site, Informative links on our GT website, Newspaper clippings, copies of letters to parents, meeting agendas, handouts describing enrichment classes, brochures, handouts describing gifted program, District newsletters, column in local school publication, district & building websites

- yes
- no

Parents and community members are informed annually of the program opportunities for gifted and or talented and have the opportunity to question or make suggestions

Proof of meeting agendas, open house dates, or sign in sheets, meeting announcements, parental survey forms from which suggestions may be offered by parents

- yes
- no

Parents and other community members are included on an advisory committee for gifted education and meet annually as an advisory council to evaluate the GT program

- yes
- no

Program expenditures

GT Coordinator Salary, Reorder of Testing Materials, Quiz Bowl membership expenditures and new buzzer system purchase for five member system, OM Team, numerous Art Supplies, Unit of study expenses that include parent involvement: such as (CPE GT) Australia, Europe and Africa Units of Study, as well as (TIS GT) 70's and 80's Units of Study, expenses for fuel and bus drivers for GT fieldtrips or related events.

For more detailed information (exact figures) please contact Mrs. Graham Trumann Schools Superintendent.

- yes
- no

The evaluation process/plan its self

- evaluation plan written in an effective communication format
 - yes
 - no
 - changes and or improvement areas are evident through checking and discussing the evaluation plan that is now in place
 - yes
 - no
- How evaluation findings are compiled, analyzed, and communicated to appropriate audiences (use of Google docks as well as hard copies of surveys)

Plan to communicate evaluation findings to appropriate audiences:

- A copy of the evaluation plan and It's findings will be provided at the Annual Report to the Public meeting (next meeting: in Oct.14, 2013. Also todays Sign in sheet will verify committee member's participation.
 - Additionally a brief summery will be posted on the GT web site.
- 2. Sample evaluation instruments utilized in compiling the most current evaluation report are evidenced by Mrs. Stevens/district coordinator and utilized for GT Program evaluation purposes.
 - Yes
 - no
- 3. There is a current evaluation report that is written with survey findings and program suggestions clearly stated (see agenda).
 - Yes
 - no
- 4. A Student Evaluation Plan is in place
 - yes
 - no
- Include how student progress is assessed
 - A GT semester progress report /form/ is evidenced
 - yes

- o no
- Include how student participation is noted on transcripts and records
 - o district indicates active GT student on student transcripts (TAC, eSchool and APSCAN)
 - o yes
 - o no

GT HS Graduates have a golden medal that indicate participation in the GT program on their diploma

 - o Yes
 - o No, deemed un-necessary
- Examples of evaluation instruments may be included and are evidenced
 - o yes
 - o no

The following suggestions were offered to make this written evaluation of our district GT program more effective:

- **2014-15 Advisory Committee notes and or comments: Surveys indicate that the vast majority of Enrichment students K-2 feel they benefit from Enrichment classes and are discovering new interests, authors and skills.**
- **The vast majority of 3-8 grade Identified GT student surveys indicated their overall GT program experience as “fantastic”, “exceptionally helpful” and most selected GT field trips as their favorite activity.**
- **Pre-AP & AP teacher surveys that were turned in indicate approval and overall satisfaction, clarity and agreement of the district GT program plan for meeting the needs of the gifted and talented students in the 9th-12th grades.**
- **School Board Member surveys that were returned indicate overall program approval, satisfaction and felt informed.**
- **Administration, faculty and staff vast majority of google surveys indicate: positive opinion of our GT program, clarity in understanding of the referral**

process, and feel the GT program adequately meets the needs of our identified GT population.

- **Parent Surveys:** The overwhelming majority of parent surveys indicate a clear satisfaction with all elements our GT program, with the exception of a few parents who indicated a concern regarding make-up work and felt that this policy should be revisited and clearly communicated with teachers, so that identified “GT students don’t feel punished for attending GT classes.”
- **Identification Committee surveys for each campus:** Every survey indicated a positive response: all were in agreement that adequate information on the GT program had been provided, that the identification process was clear, fair and unbiased, that they felt knowledgeable and that they felt comfortable discussing the id process with members of the community.