



Solon Talented and Gifted Program

Mission:

The Talented & Gifted program of the Solon Community School District recognizes gifted students as those with markedly greater than average educational ability in one or more academic areas in comparison with their peers, whose exceptionalism requires special educational services in addition to the regular core curriculum.

Belief Statements:

- Gifted programming is best when it's integrated within the Solon educational system through collaborative efforts. Administrators, TAG teachers, classroom teachers, support staff, parents, and community share responsibility for meeting the needs of gifted learners, which requires appropriate professional development.
- Gifted learners need opportunities to explore their passions and interests in order to develop their talents, promote self-direction, and encourage life-long learning.
- Gifted programming should adapt to meet the unique social/emotional and learning needs of gifted learners.
- Gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.
- A balanced assessment system is an integral part of determining a gifted learner's instructional level.
- Gifted learners learn best in the company of their intellectual peers.
- Gifted learners require appropriate opportunities to develop 21st Century skills as noted in the Iowa Core Curriculum.
- Gifted learners are within all cultural and socio-economic groups.

Throughout the Identification Process, multiple criteria are considered. Including Achievement Data, Ability Test results, Classroom Data, as well as teacher, parent, and student input.

Lakeview Elementary Identification & Services

	IDENTIFICATION	SERVICES
TIER 1	Pre-assessments, Classroom assessments, District-wide assessments, Classroom work	Classroom Differentiated Instruction Based on Common Core Standards
TIER 2	CogAT & IA scores with a TIPS value greater than or equal to 18	Pull-out groups based on curricular area identified
TIER 3	Iowa Acceleration Scale	Whole grade Acceleration

CogAT	Points	IA Assessments	
		Assessments	Points
99	14	99	12
98	13	98	11
97	12	97	10
96	11	96	9
95	10	95	8
94	9	94	7
93	8	93	6
92	7	92	5
91	6	91	4
90	5	90	3
89	4	89	2
88	4	88	2
87	4	87	2
86	4	86	2
85	4	85	2
84	3	84	1
83	3	83	1
82	2	82	1
81	2	81	1
80	2	80	1
79	1	79	0
78	1	78	0
77	1	77	0
76	1	76	0
75	1	75	0

Talent Identification Point Scale (T.I.P.S)

Math Data Sources:

- **CogAT:** Overall score
- **IA Assessment:** Mathematics

English/Language Arts Data Sources:

- **CogAT:** Overall score
- **IA Assessment:** Reading

All 2nd grade students will complete the CogAT at the end of the school year.

PK-2 Program Description

Students in grades pre-kindergarten through third grade are not formally identified as gifted and talented. The TAG teachers provide service to K-2 high-level learners in the following ways:

- The TAG teacher will meet with designated small groups to support the classroom teachers' work in differentiating curriculum.
- PK-2 small groups are fluid and flexible based on identified student needs.
- Multiple data points (reading level, test results, classroom assessments, or teacher recommendations) are used to determine students who need enrichment and extension of curriculum content
- The TAG teacher will consult with classroom teachers during CLT meetings to provide support in planning lessons and activities designed to target high-level learners

Grades 3-4 Program Description

As students transition from third to fourth grade, they are formally identified in the area of verbal (reading) or quantitative (math) using the TAG identification process.

- The TAG teacher provides small group instruction to identified students 2-3 times per week . This instruction may occur in the student's classroom or pullout of small groups.
- Explicit instruction and accompanying activities are differentiated to provide opportunities for curriculum enrichment and extensions.
- The TAG teacher consults with classroom teachers during CLT meetings to provide support in planning lessons and activities designed to target high-level learners. In addition to consultation, the TAG teacher has opportunities to collaborate and co-teach with the classroom teacher.
- The TAG teacher provides additional opportunities for students based on students' need and interest.

Middle School Identification & Services

	IDENTIFICATION	SERVICES
TIER 1	Pre-assessments District-wide Assessments Classroom work	Classroom Differentiated Instruction Based on Common Core Standards
TIER 2	91st percentile on MAP OR Highly Proficient in Iowa Assessments (Reading or Mathematics).	Push-in services by TAG teacher(s) during differentiated class instruction.
TIER 3	91st percentile on MAP AND Highly Proficient in Iowa Assessments (Reading or Mathematics). **Additional testing may be required	Individualized PEP (Personal Education Plan) will be established for directing appropriate services which may include acceleration (Subject or Whole grade). **This is currently a work in progress due to changing assessments***

*MAP (Measures of Academic Progress) is given to all students who scored in the highly proficient range of Iowa Assessments.

**Additional testing for Tier 3 may include I-Excel and/or IARA (Iowa Algebra Readiness Assessment)

Grades 5-12 Program Description

TAG students in 5-8th grades are primarily served through advanced coursework in a differentiated classroom. Beginning in middle school, achievement scores and student performance are closely examined to appropriately place students in the course that best matches individual learning needs.

In addition to appropriate course placement:

- The TAG teacher provides small group instruction as needed to groups of students.
- The TAG teacher consults with classroom teachers during CLT or alternative meetings to provide support in planning lessons and activities designed to target gifted and high-level learners.
- The TAG teacher provides additional opportunities for identified TAG students based on students' need and interest (seminars, interest groups, special projects, assistance with college searches and preparation, career exploration, and academic contests/competitions)