

NORTH TIPPANH CONSOLIDATED SCHOOL DISTRICT INTELLECTUALLY GIFTED & TALENTED PROGRAM



*~In Loving Memory of Mary Catherine Brown, Gifted Student
& University of Mississippi Visionary Artist Award Winner~*

INSTRUCTIONAL MANAGEMENT PLAN

This Instructional Management Plan was compiled and revised in accordance with the Mississippi Gifted Education Standards and the 2013 Revised MDE Gifted Regulations, thus incorporating required process skill development and outcomes.

Revised based on 2015-16 Program Evaluation. Spring, 2016

MISSION STATEMENT

The *Mission* of the North Tippah Consolidated School District Intellectually Gifted & Talented Program (APEX) is to identify students who demonstrate unusually high potential and to provide them with uniquely qualitatively different educational experiences from that of the general classroom setting.

The gifted program will strive to enhance students' individual abilities and talents, both educationally and emotionally, as they perform in a safe environment.

MDE DEFINITION

“Children and youth who are found to have an exceptionally high degree of intelligence, gifts, and talents as documented through the identification process”.

VISION

*“To embrace, inspire, and challenge
gifted learners, so that they
will excel in the world.”*

PHILOSOPHY

The North Tippah Consolidated School District, in accordance with the Mississippi Department of Education's 2013 Regulations and Standards for Gifted Education Programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique needs, talents, and learning styles. Cognitive and affective needs are addressed through essential process skill development. Higher-order thinking skills, independent learning, and leadership are emphasized. Creativity is enhanced and visual and performing arts are promoted. Socio-emotional needs of students are recognized and addressed.

GIFTED PROGRAM GOALS AND OBJECTIVES

- To provide an identification process for gifted students, which is inclusive and meets requirements as outlined in state regulations.
- To provide a safe learning environment that allows gifted students to interact with intellectual peers.
- To provide challenging learning experiences that addresses multiple talents, challenges, and cultural diversity.
- To provide a challenging, differentiated curriculum that addresses the cognitive and affective characteristics of the gifted learner.
- To focus on students' interests, strengths, and learning styles in order to encourage a life-long love of learning.
- To provide opportunities for students to develop skills in critical thinking, self-directed learning, research, life skills, leadership, group dynamics, career awareness, creative thinking, communication, visual and performing arts, and self-evaluation.
- To provide differentiated guidance to meet the socio-emotional needs of gifted students, including those who are underachieving, twice exceptional, and culturally diverse.

- To provide professional development for gifted teachers, general education teachers, and other personnel involved in the gifted program.
- To promote parental and community involvement for the advancement of gifted education.
- To work with the Mississippi State Department of Education and keep all stakeholders informed of updates or changes in the gifted education program.

The following goals have been established, as a reflection of needs discovered, during the 2015-2016 Gifted & Talented Program Self-Evaluation Surveys. All results from parents, students, teachers, administrators, and community members were analyzed and revisions were made for the 2016-2017 school year.

APEX GOALS FOR 2016-2017:

- To share the results of interest and learning style inventories with all school personnel responsible for educating individual students. Collaborate in order to adequately address students' needs, talents, and interests. (Criterion I.1.4)
- To analyze annual evaluation results of gifted program and suggestions for improvements. Evaluation should come from teachers, administrators, parents, students, teachers of the gifted, and community members. Results will be utilized, updated, and published annually in the Instructional Management Plan. (Criterion I.2.4)
- To display student essays, products, artwork, photographs, videos, and sample unit activities, relating to real-life simulations, and showcase on the gifted website. (Criterion I.4.4)
- To continue career exploration units with all students, but directly focus on in-depth internships offered at the 8th grade level through job shadowing experiences. (Criterion I.5.4)
- To encourage more participation in gifted program surveys from community members. (Criterion IV.2.4)
- To invite junior high and high school counselors to attend meetings concerning the needs of gifted students. (Criterion V.1.3)

- To work with counselors to develop career guidance based on individual strengths and weaknesses of gifted students. (Criterion V.2.3)
- To insist that gifted teachers serve on TST teams for each school, in order to reverse patterns of underachievement in gifted students. (Criterion V.5.4)
- To encourage each gifted teacher to lead a PLC meeting during the 2016-2017 school term. This will promote growth, collaboration, and enhance instruction. (Criterion VI.1.4)
- To add a gifted program component tab to district website.
- To utilize individual schools' website and communicate with families through classroom blogs, newsletters, Facebook, and Remind 101.
- To improve formative and summative assessments to adequately measure each student's progress in the program. (units)
- To incorporate APEx Progress Reports, which will assist in documenting student progress.