

# NORTH TIPPANH SCHOOL DISTRICT

## INTELLECTUALLY GIFTED & TALENTED PROGRAM



*~Photography entitled, "Stand in the Light"  
8<sup>th</sup> Grade Gifted Students~*

## INSTRUCTIONAL MANAGEMENT PLAN

This Instructional Management Plan was compiled and revised in accordance with the 2013 Mississippi Gifted Education Standards and the 2013 Revised MDE Gifted Regulations. The required process skill development is incorporated through the 2017 Gifted Outcomes and Objectives.

**Revised based on 2016-17 Program Evaluation. Spring, 2017**

## 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 2017 Outcomes 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 unique 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 opportunities 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 2016-2017 Gifted & Talented Program Self-Evaluation Surveys. All results from parents, students, teachers, administrators, and community members were analyzed. Revisions were made for the upcoming 2017-2018 school year, in order to improve overall program goals.*

### **APEX GOALS FOR 2017-2018:**

- Implement the 2017 MDE Gifted Curriculum, which includes revised Outcomes and Objectives, in order to provide a qualitatively different educational experience to gifted learners. Update Gifted Outcomes' Canvases to include Thinking Skills, Creativity, Information Literacy, Success Skills, Affective Skills, and Communication Skills. GEP teachers will collect student work samples that illustrates differentiation. **(Criterion I: 1.4)**
- Work with the Technology Director in order to publish all available school district opportunities and course options for high ability learners on the district website. **(Criterion I: 3.4)**
- Implement the Scope & Sequence of Process Skill Development, and document student growth through grade levels. 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)**
- Facilitate mentorships experiences to 6<sup>th</sup> or 8<sup>th</sup> grade gifted students, based on their interests. **(Criterion I: 5.4)**
- Ensure that the North Tippah Gifted Parent Advocacy Group Members are included in program design and improvements, annually. (Emails, meeting documentation, district display, and notice of meeting on website) **(Criterion II: 3.4)**
- Provide materials and resource lists (with dates) to general education teachers, in order to address the unique needs of gifted students in the educational setting. Update annually, encourage teachers to check out materials/resources, and publish on website. Collaborate with general education teachers on thematic, cross-curricular units **(Criterion II: 7.4)**