Howard-Winneshiek Community Schools
Talented and Gifted (TAG) Program

Krista Story
TAG Facilitator
Brenda Lentz
Director of Student Services/Special Education

Table of Contents

Introduction	----------	2
Program Philosophy	----------	3
Identification	----------	4
MTSS	----------	7
Students Served	----------	8
Parent Letters	----------	9
Program Goals	----------	12
Program Evaluation	----------	13
Student Goals	----------	14
Affective and Cognitive Needs	----------	15
TAG Syllabus	----------	17
Staffing	----------	20
Inservice Design	----------	21
Appendix	----------	22
a. Identification Matrix	----------	23
b. Subjective Identification	----------	26
c. Technology, Creativity, Visual Arts Forms	----------	27
d. MTSS data profile	----------	41
e. Teacher Recommendation	----------	48
f. Personal Education Plan and SEL Checklists	----------	52

Introduction

There is no national or state "prescribed" program for gifted education. Each state and each school district develops its own identification criteria and program. Iowa is a leader nationwide in promoting programming for gifted and talented students. As mandated by the Iowa School Standards, the Howard-Winneshiek Community School uses multiple criteria to identify students and provide a program for them.

Talented and Gifted (TAG) programming is offered at two levels at the Howard-Winneshiek Community Schools:

Formal TAG classes and supplemental Talent Development students are formally identified at the beginning of 1st grade and are invited to participate in the program; however, they may elect to not participate. Student performance reviews are held annually to maintain the academic integrity of the program.

Talent development will be offered K-12 for students that are exhibiting high levels of achievement and academic need. These students will be given extended learning opportunities in the TAG classroom.

Students being served by the TAG program will be provided with opportunities for advanced learning which may include the following:

- Coursework as well as special programs during school breaks or before and after school
- Extended learning opportunities will be provided in a supplemental pull-out setting
- Participation in area and statewide workshops and training that are specifically oriented to TAG students including contests, STEM and Tech activities
- Advanced Placement courses, which are college-level courses with an optional final exam. Students who score well on the exam may earn college credit (depending on the college's admissions policy)
- College courses, taken either as a PSEO course, a concurrent enrollment course, online learning course or as a career academy course. (each explained in further detail on the Iowa Department of Education website http://educateiowa.gov/index.php?option=com_content&task=view&id=421&Itemid=2167

Program Philosophy

Howard-Winneshiek Community School District believes that all students have individual strengths; however, a small percentage of students need programming to challenge their abilities. Research indicates that gifted individuals represent approximately 5% of the population. The Howard-Winneshiek Community School District Talented and Gifted program will meet student needs according to the following levels of service:

- Level 1-Whole class enrichment lessons for extended learning purposes. This will be emphasized in the K-3, although depending on availability of staff and/or resources this can be at any grade level.
- Level 2-Emphasis on subject area strengths. Examples: if there is a group of high math students, TAG specialist might teach a particular math unit or the art teacher might meet with a student in order to explore art options.
- Level 3-Pullout time may include extended studies depending on students' interests and academic challenge areas.

Identification for the
Howard Winneshiek Talented and Gifted Program

Screening data is collected annually for students using a variety of testing and/or observation sources to determine eligibility for the Talented and Gifted (TAG) program. Additional identification as needed may be determined through the utilization of the MTSS Data Profile (forms will be found in the Appendix) and will be included in the TAG program also.

Kindergarten

Individual enrichment is determined through whole group gifted and talented lessons, Kingore Observation Inventories, Primary Education Thinking Skills curriculum, academic testing, MTSS screening tools, and teacher observations. The K-2nd Identification Matrix may be used during the second semester of the kindergarten year. Appendix: pg. 21

First Grade through 2nd grade:

Student's scores from CogAT in 2nd grade only, FASTbridge Assessments (College and Career Ready), Renzulli checklists, and Teacher Recommendation forms will be entered into the Howard Winneshiek K-2 Identification Matrix. Students must score 50% or above to be considered for the TAG program. Students that have been identified by the MTSS Data Profile will be included in the TAG program also. Appendix: pg. 21

Third- Sixth grade:

Student's scores from CogAT in 2nd grade, FASTbridge Assessments (College and Career Ready), Iowa Assessments, Renzulli checklists, and Teacher Recommendation forms will be entered into the Howard Winneshiek 3rd-6th grade Identification Matrix. Students must score 50% or above to be considered for the TAG program. Students that have been identified by the MTSS Data Profile will be included in the TAG program also.
Appendix: pg. 22

Grades 7-11

After the MAPS testing for grades 7-11 is completed, and the Iowa Assessments are completed for the year, the TAG Coordinator will put objective, subjective, and teacher recommendation scores into the weighted Howard Winneshiek TAG Identification Matrix to identify students for small group pull-out for the following academic year. When the matrix is compiled the student must score at least 50% to be considered. Students that have been identified by the MTSS Data Profile or the Success Team will be included in the TAG program also. *High school students are also identified by past participation.*
Appendix pg. 23

For Identification Matrixes, subjective criteria information, and MTSS profile:
SEE APPENDIX pgs 23-41

Identification of a specific area of giftedness or talent aptitude procedure:

Identification in this domain requires the examination of a variety of instruments and pathways that lead to identification. Talent /Exceptional domains include: visual arts, creativity, and technology. Often criterion or norm referenced assessments are not available in a talent or specific exceptional area; therefore performance evaluation is an important component in the body of evidence. If data from standardized tests are not available to demonstrate exceptional ability, the following subjective data will be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale, checklist, and performance/product/portfolio rubric that is examined within a team that is most familiar with the student.

CREATIVITY/VISUAL ART:

1. Creativity Product/Portfolio Rubric
2. Creative Thinking Rating Scale
3. Renzulli Creativity Checklists
4. Creativity/Visual Art Teacher Recommendation form
5. Artistic/Visual Arts Rating Scale

TECHNOLOGY:

1. Technology Product/Portfolio Rubric
2. Renzulli Technology Rating Scale
3. Technology Teacher Observation Recommendation form

For Identification Rubric, Rating Scales, and Forms: SEE APPENDIX pgs. 27-40

Identification Procedure for Ethnic and Language Diverse Students

Definitions: "Ethnic" as described by this procedure includes students who are members of a minority population. "Language Diverse" students are those who are not native speakers of the English language or the English language is not the language spoken in the home in which they are being raised.

Identification Procedure: Screening and placement of the ethnic or language diverse students may take one of two forms once the student has been observed by a parent, teacher, other educator, or community member as being a member of a diverse population and therefore routinely checked for possible identification.

The school district may use a child advocacy approach where a designated person, the talented and gifted facilitator, or a classroom teacher who is appropriately instructed in TAG identification, will build a case outlining evidence for inclusion of the student into one or more of the program activities. The case may consist of several of the following: classroom observations, student interview, home visit, parent conference, examination of student products or portfolio, and other items as the facilitator may deem acceptable.

MTSS Initial Process for Student Support 2021-2022

Step 1:Student Support Identified

- Visit with Interventionists about the support needed
  - Academic Remedial - reading, math, writing, other
  - Academic Advanced - reading, math, writing, technology, creativity
  - Behavior/SEL - school functioning, daily living, socialization, relationships, decision-making
  - Heath - impairment, illness, vision, hearing
  - Communication - language, articulation, vocabulary
  - Physical / Movement - fine/gross motor skills
- Request MTSS Student Data Profile Form
  - Complete new profile or add to existing profile
  - Share completed profile with Interventionists
  - Student Profile is linked to MTSS Student Log by Interventionists
- What is the teacher requesting / sharing with MTSS team
  - Awareness to Team: not requesting a meeting but have started supporting the student informally
  - Meet with Team: meeting requested to brainstorm accommodations
  - Meet the Team: meeting requested to generate intervention ideas

Step 2: Student Profile Review

- Does the profile request a meeting?
  - If yes, Interventionists will pass the profile on to the appropriate MTSS Team
  - If yes, MTSS Team Contact will visit with you about the support request
- Is there past profile information that needs to be connected to the student? Interventionists will upload if data is available from prior years.
- Complete Step 2 Form with current classroom progress and other information requested in the yellow sections. Some information will be completed in the meeting through brainstorming and intervention planning for the student.
- Invitation to MTSS Meeting Date will be sent to you from the Team Contact Person
- Meet with Team to determine next steps for student
- Implement ideas, set dates for follow-up

Step 3: Formal Process of Examining Instruction, Curriculum, Environment and Learner

**Note: Some student supports will be initiated and implemented directly from Universal Screening Periods that do not require MTSS protocols. The programs that screen for support services aside from the MTSS process are the required FASTreading Interventions, Title I Qualification, and TAG programming. The screening process

triggers the potential need for intervention with a team determining how to interpret the screening score and what supports are needed within those program areas.

Beginning the school year: 2022-2023
Students Served in the
Howard Winneshiek Talented and Gifted Program

Grade	# Identified/Talent Development	# Served	Comments
Kindergarten		All Kindergarten students # To Be Determined semester 2nd semester	Served by whole class enrichment and by individual or small group enrichment activities in a pull-out setting.
1st	0	0	Served by whole class enrichment and by individual or small group enrichment activities in a pull-out setting.
2nd	2	2	Served by whole class enrichment and by individual or small group enrichment activities in a pull-out setting.
3rd	3	3	Served by enrichment activities in a pull-out setting
4th	5	5	Served by enrichment activities in a pull-out setting
5th	4	4	Served by enrichment activities in a pull-out setting
6th	6	6	Served by enrichment activities in a pull-out setting
7th	7	7	Served by enrichment activities in a pull-out setting and/or advanced placement in English and/or Math
8th	26	26	Served by enrichment activities in a pull-out setting and/or advanced placement in English and/or Math
9th	13	13	Due to scheduling conflicts, some students unable to sign up for pull-out class are served through tech related classes, interest related classes, Advanced Placement, and college classes
10th	8	8	Due to scheduling conflicts, some students unable to sign up for pull-out class are served through tech related classes, interest related classes, Advanced Placement, and college classes
11th	9	9	Due to scheduling conflicts, some students unable to sign up for pull-out class are served through tech related classes, interest related classes, Advanced Placement, and college classes
12th	11	11	Due to scheduling conflicts, some students unable to sign up for pull-out class are served through tech related classes, interest related classes, Advanced Placement, and college classes

Parent Letters

August 25, 2022

Dear Parents/Guardians,

I am pleased to inform you that your child has been identified as a student who would benefit from Talented and Gifted (TAG) services at Crestwood. Identification of TAG students takes place using multiple test scores, including objective and subjective, teacher nominations and classroom observations. Our TAG program's goal is to provide education programming that responds to the unique needs of students in order to maximize their highest potential.

I will meet with your child at least once a week and the instruction will be driven by student interests and abilities as well as core standards. My goal is to help your child be challenged, assist in their social/emotional needs, and encourage your child to become an independent learner.

At the elementary level, we will be using the Primary Education Thinking Skills curriculum for higher level thinking, the Kingore Observation Inventories and lessons, differentiated lessons, and independent study projects. Your child will also have a personalized learning plan.

If you would like to know more about our program, please contact me through email at kstory@howard-winn.k12.ia.us or by phone 563-547-2300.

Sincerely,
Krista Story
Talented and Gifted Facilitator

Please sign and return: _____

_____ ***will*** participate in the 2022-23 Talented and Gifted program at Crestwood
(Child's name)

_____ ***will NOT*** participate in the 2022-23 Talented and Gifted Program at Crestwood
(Child's name)

Parent Signature:_____Date:_____

August 25, 2022

Dear Parents/Guardians,

I am pleased to inform you that your child has been identified as a student who would benefit from Talented and Gifted (TAG) services at Crestwood. Identification of TAG students takes place using multiple test scores, including objective and subjective, teacher nominations, and classroom observations. Our talented and gifted program goal is to provide educational programming that responds to the unique needs of students in order to maximize their highest potential.

I will meet with your child at least once or twice weekly. The instruction will be driven by student interests and abilities as well as core standards, and will include differentiation of curriculum or advanced classes. My goal is to challenge and engage your child, assist them in their social/emotional needs, and encourage your child to become an independent learner.

For the 7-12 level, we will also be developing a personalized education plan, analyzing their learning styles and strengths and completing an interest inventory to assist in determining your child's programming. This will ensure student centered learning according to their areas of interest and strength.

If you would like to know more about our program, please contact me through email at kstory@howard-winn.k12.ia.us or by phone 563-547-2300.

Sincerely,
Krista Story
Talented and Gifted Facilitator

Please sign and return_____

_____***will*** participate in the 2022-23 Talented and Gifted program at Crestwood
(Child's name)

_____ ***will NOT***

participate in the 2022-23
Talented and
Gifted Program at Crestwood

(Child's name)

Parent Signature:_____Date:_____

Dear Parent/Guardian,

Our vision at Howard Winneshiek, is to discover, develop and expand passion, creativity, and strengths. As part of this vision, we try to identify students who may qualify for additional services including gifted and talented education.

Gifted education identification procedures require the collection of test scores and observation of school performance over a period of time. The information that we have available so far does *not formally* qualify your child for gifted education services. However, this information shows that your child has a specific talent or exceptional ability in creative thinking, visual arts, or technology. Your child is being invited to participate in select enrichment activities within the talented and gifted program that match these strengths, aptitudes, and interests.

Your child was evaluated with subjective criteria using rating scales, teacher recommendation forms, checklists, and student portfolio rubrics.

If you have any questions, please do not hesitate to contact me. We look forward to enhancing your child's gifts.

Sincerely,
Krista Story (Talented and Gifted Coordinator)
547-2340 extension 378, kstory@howard-winn.k12.ia.us

_____ I understand that my child is not identified as a formal talented and gifted student, but they have my permission to participate in selected gifted and talented program activities to fit their talent or exceptional enrichment needs.

_____ I do not wish to have my child participate in selected talented and gifted program activities.

Student Name: _____Grade Level:_____

Parent's Name:_____

Parent's Signature:_____Date:_____

Howard Winneshiek Talented and Gifted Program

Philosophy

The program for talented and gifted children, in recognition of the differentiated needs of gifted students, will provide opportunities designed to broaden and extend the learning process. Learning will be enhanced by tasks and experiences differentiated in content, process, and products and/or performances. We will utilize the Multi-Tiered System of Support for the Advanced Learner as our guide to gifted programming.

Definition of Gifted Learners

"Gifted" means students who perform or show potential for performing at an exceptional level in one or more areas of expression. These individuals exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields.

Program Goals

1. To integrate, whenever possible, learning opportunities provided in the gifted program with core standards of the regular classroom curriculum.

2. To develop an awareness in all staff members that gifted students have unique cognitive and affective needs.

3. To increase efforts meant to maximize the potential of gifted children sometimes "left behind," such as underachievers, children from different cultures, and children who are twice exceptional; ensuring differentiating, challenging as well as engaging enrichment experiences are accessible to them.

4. To provide staff development opportunities for K-12 staff on the characteristics of gifted children and methods they can use to challenge these children throughout the curriculum.

5. To provide students with opportunities to learn alongside intellectual peers so that they might gain a realistic appraisal of their own abilities.

Program Evaluation

The Howard-Winneshiek schools will evaluate and revise the gifted and talented program during the 2020-21 school year to provide our students with programming that meets their individual learning and academic needs. Our process would be completed in four phases:

1. Year 1: Data gathering from student, teacher, and parent surveys, advisory committee, and parents suggestions from conferences.
2. Year 2: Advisory committee takes the data and develops revisions to the plan and presents to the school board for approval.
3. Year 3: Implement the revised plan
4. Ongoing: Adjustments will be made as needed and determined by student and staffing needs

The following actions will be used to evaluate the effectiveness of the Talented and Gifted (TAG) Program at Howard Winneshiek:

1-Student, parent, and/or teacher surveys will be collected to help evaluate the effectiveness of the TAG program at Howard Winneshiek.

2-Input from parents and staff members via emails and surveys, Personal Education Plans, and parent/teacher conferences will also be utilized for continuous improvement of the TAG program.

3- A TAG Advisory Committee will be established for the 2021-2022 school year to review surveys, current program guidelines and to review and update the Gifted and Talented Plan, as needed. The Howard Winneshiek TAG Advisory Committee will be comprised of the following:

- TAG Facilitator
- Administrator/Instructional Coach
- Guidance Counselor
- 7-12 Teacher and/or College Instructor
- K-6 Teacher
- Parents representing the Elementary(K-6) and Junior High/ High School(7-12)
- Talented and Gifted student representatives

4-The recommendations of the Advisory Committee will be presented to the school board for adoption. If approved the TAG plan will be revised accordingly.

Student Goals

1. Students will demonstrate and apply skills in creative and critical thinking, problem solving, and effective communication.

2. Students will develop independence, self-direction, and discipline in learning and assess their own strengths, interests, and abilities.

3. Students will value their own unique abilities and talents.

4. Students will produce quality products appropriate to their skills, interests, and talents.

Student Progress

The following measures may be used to report student progress:

- An individual Personal Education Plan (PEP) that includes goals, objectives, timeline, and resources will be developed for each identified gifted and talented student. This plan will be shared with the students and parents/guardians and will be evaluated quarterly throughout the school year.
- The Personal Education Plan will be recorded by the student and collaborated with the TAG coordinator and classroom teachers. Goals will be self- evaluated by the students as well as the TAG coordinator. Each student will present their project/goal to an authentic audience. Documentation of work will be kept in student portfolios.
- Student Progress Reports will be completed quarterly for each student in the program.

The Howard Winneshiek Talented and Gifted Program

The affective and cognitive needs of the students identified for and participating in the gifted and talented program at Howard Winneshiek CSD will be addressed through the differentiated program options offered. These may include, but are not limited to, the following general structure of the TAG program by grade level:

Kindergarten to 2nd Grade

- Whole class enrichment lessons and small group lessons
- Individual teacher consultation about students
- MTSS Team referral utilizing the MTSS Data Profile
- Advanced Learner Guide
- Possible activities: Classroom enrichment with the support of the Gifted and Talented teacher, Primary Challenge Math –Zaccaro, Code.org, Primary Education Thinking Skills Curriculum, Kingore Observation Inventories and lessons, curriculum enrichment and differentiation, possible independent study projects and/or pull out groups

3rd to 6th grade

- Pullout groups meeting on a regularly scheduled basis exploring individual student interests
- Individual teacher consultation about students
- MTSS Team referral utilizing the MTSS Data Profile
- Advanced Learner Guide
- Possible activities: Independent study and enrichment projects based on core standards, Computer Science-(Scratch Curriculum, Wonder Workshop robot curriculum, Edison Robots, Microbits programming) Mensa, academic contests, Primary Challenge Math, STEM activities, Byrdseed.com, Curriculum Differentiation support in regular education classrooms
- Provide SEL support in small groups

7th and 8th Grade

- Weekly pull out groups that explore individual interests and group enrichment lessons and projects
- Computer Science: Scratch, Blender, Python, Microbits, Edison and Lego Robotics
- Provide differentiated resources and support for gifted students in the regular classroom
- Advanced Learner Guide
- Provide accelerated classes in reading, English, Math, and Strategies for Success online high school credit class
- Review Nominations through TAG success team, (include nominating teacher, TAG coordinator, Instructional Coach, and Guidance Counselor)

9th to 12th

- Pullout groups meeting on a regularly scheduled basis exploring individual student interests and strengths
- Individual teacher consultation about students
- Advanced Learner Guide
- Review Nominations through TAG success team, (includes nominating teacher, TAG coordinator, Instructional Coach, and Guidance Counselor
- Provide differentiation resources and support for teachers to support gifted students in regular classrooms
- Possible activities: independent research projects, college and career exploration, advanced technology classes, college classes, AP Courses, robotics
- Provide opportunities for enrichment in computer science activities: Scratch coding, Blender, Python, JavaScript, Microbit, and Graphic Design

The elementary students will develop goals for their personalized education plan, complete a self evaluation rubric, as well as present their final project/goal to an authentic audience. Elementary students will have differentiated curriculum options in the regular education classroom. All students will analyze their own learning styles and strengths using Psychology for Kids activities as well as student interest surveys. All TAG students will have access and support to differentiated curriculum options in the regular education classroom. Junior High and High school students will have access to advanced classes.

TAG Syllabus

Course:	Talented and Gifted
Teacher:	Krista Story
Course Description:	The Talented and Gifted (TAG) program at Crestwood High School strives to provide challenging inquiry based learning to students who are identified as students who would benefit from gifted services. Students will be scheduled for TAG services during a minimum of one study hall time per week to pursue a project in an area of passion (high interest) to the student
Course Objectives	Students will complete an Interest/Learning Style Questionnaire to help the student and facilitator (teacher) discover areas of high interest (passions) of the student. · In a personal conference with the facilitator, the student will create a Personal Education Plan for the semester. The plan will include a description of the project(s) they wish to pursue, their goals, what help from the facilitator they will need and how the project will be evaluated. · Students will create a portfolio of their work. · Each student will be given an opportunity to participate in various contests in different subject areas if they choose.
Instructional Methods	· Students will work independently or in small groups on their projects. · One option for students is to research colleges and careers and then pursue an internship with a community business or mentor and/or do an independent project on information found. The student will work with the facilitator to find a mentor and fill out an internship plan that will be approved by the principal and their parents. In

	this case, the student will follow the dress code and code of conduct required by the approved business. The student will be responsible for keeping a diary of their experience (photos, interviews, etc) to present to the facilitator and others. This diary will become part of their portfolio. · Content area teachers may be involved in the Personal Education plan and portfolio if the student and facilitator so choose (ie, if the goal a student set involves an art portfolio, the art teacher may be involved in assisting with setting the goal, overseeing the pursuant work, and/or has input in the assessing of the portfolio). · The facilitator and student will discuss their progress weekly. · Students are responsible for keeping an ongoing google doc of what they work on each week that will be shared with the facilitator. · Each quarter, each student will write a reflection on what they accomplished, what they struggled with, how they will make use of what they learned in the process and set goals of what to pursue next.
Grading Structure:	This class is graded on a pass/fail basis Action plan – 5 points per week Project – 40 points Reflection each quarter – 20 points
Grading Scale:	Credit – 60% or above No Credit – 59% or below
Semester Tests:	There is no semester test.
Digital Considerations	Powerschool will be used for grades.

Remediation:	If a student is struggling with the project they are pursuing, the facilitator will locate a mentor to assist them with the project.
Special Accommodations:	The facilitator will attempt to provide the materials the students need for projects. If the student chooses a project that requires special supplies, the facilitator will try to find a funding source for the project or the student may opt to bring their own supplies.

High School students will be given learning assessments/surveys to discover their unique strengths, interests, and aspirations for their educational success. The results of the assessment will be discussed with the students to help develop their personalized learning plan.

See APPENDIX pgs. 52-55 for personalized learning plan.

Howard Winneshiek Talented and Gifted Program
Staffing Provisions

The Talented and Gifted program is staffed by one full-time K-12 teacher that develops a schedule to meet with all identified students, provides classroom enrichment, differentiation, and lessons in higher order thinking and creativity skills. The Talented and Gifted teacher meets with the identified students on a weekly basis either individually or small groups. Whole classroom enrichment is provided to all K-2 sections on a monthly or bi-monthly basis as schedules allow.

Staff:

Krista Story
K-12 Talented and Gifted Teacher/Coordinator 2020-present

Qualifications:

Bachelor of Art degree in Elementary and Early Childhood Education, University of Northern Iowa, 1991

K-12 Talented and Gifted endorsement, Morningside College, 2021

Employed for the Howard-Winneshiek CSD in elementary and early childhood positions. 1993-2020

Howard Winneshiek Talented and Gifted Program
In-service Design

Formal inservice will be provided during regularly scheduled staff meetings at the K-6 and 7-12 grade levels. They will be part of the agenda and be shared on a google doc with all staff for reference throughout the year. Additional notes and comments will be added to the document as needed. The TAG plan will be shared with staff and parents via the school website. The TAG google site, articles, and forms will be shared electronically with the staff. The TAG facilitator will have an agenda topic which may be an update, article, handout, website, etc. on the monthly staff meetings at the K-6 and 7-12 grade level meetings.

August /September 2021

- Informed and reviewed staff on gifted and talented characteristics, identification procedures and support services during PLC meetings
- Met with K-6 staff to coordinate pull-out and whole class enrichment schedule
- Begin MTSS TAG focus group meetings

October 2021

- Review K-12 staff on differentiation resources, lessons, and support during PLC's

November/December 2021

- Review MTSS procedures with staff to assist TAG students
- Share ITAG conference highlights with staff at PLC's or staff meeting

April 2021

- Share identification procedures and teacher recommendations forms with staff for the identification of students for the following year.
- Review test and student data with teachers

Ongoing

- Provide a google site covering TAG activities
- Share and review general information, web-sites, resources, and other learning opportunities related to TAG to staff members as information is discovered.
- Revise and update TAG plan as needed
- Provide staff with differentiation resource library
- Actively lead MTSS TAG focus group meetings

APPENDIX:

a. **Identification Matrixes**

b. **Subjective Identification Renzulli Checklist Information**

c. **Technology, Creativity, and Visual Arts, Checklists, Rating Scales, Teacher Forms, and Score Sheets**

d. **MTSS Data Profile**

e. **Teacher Recommendation Form and Scoring Key**

f. **Personal Education Plan**

g. **Social and Emotional Learning Checklist for Success Teams**

CRESTWOOD TALENTED AND GIFTED K-2nd GRADE MATRIX

STUDENT NAME: _____ **SCHOOL YEAR:** _____

CURRENT GRADE LEVEL: _____ **DATE:** _____

CogAt

GR	COMP%	PTS

CogAT
10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. --95%
5 pts.-- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

FAST

GRADE	EARLY READING	AREADING	CBMR	AMATH	NPR%	PTS.
K						
1						
2						

FAST
10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. --95%
5 pts.-- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

SUBJECTIVE IDENTIFICATION

Forms	Points/ Scored
Renzulli Checklist	
Teacher Recommendation Form	

TOTAL IDENTIFICATION POINTS

	POINTS	MULTIPLIER	TOTAL POINTS	Percentage
CogAT		5	/50	
FAST		5	/50	
Teacher Form		1	/50	
Checklists	Raw Score	/104= _____%		
Total Identification Percentage_____			Total:	
RECOMMENDATION for PROGRAM: _____ 0-50% Student not recommended for TAG _____ 51-100% Student recommended for TAG			Total % divided by 4	

CRESTWOOD TALENTED AND GIFTED 3rd-6th GRADE MATRIX
$

STUDENT NAME: _____ **SCHOOL YEAR:** _____

CURRENT GRADE LEVEL: _____ **DATE:** _____

CogAt

GR	COMP%	PTS

CogAT
10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. --95%
5 pts.-- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

IOWA ASSESSMENTS

GR	COMP NPR%	PTS	ELA	MATH	RDG	LW	SCI
3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							

Iowa Assessments
10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. - 95%
5 pts -- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

SUBJECTIVE IDENTIFICATION

Test	Points/ Score
Renzulli Checklist	
Teacher Recommendation Form	

TOTAL IDENTIFICATION POINTS

	POINTS	MULTIPLIER	TOTAL POINTS	Percentage
CogAT		5	/50	
Iowa Assessments		(3rd) 5 (4th) 2.5 (5th&6th)1.67	/50	
Teacher Form		1	/50	
Renzulli Checklists	Raw Score	/104= _____%		
Total Identification Percentage_____ **RECOMMENDATION for PROGRAM:** _____ 0-50% Student **not** recommended for TAG _____ 51-100% Student recommended for TAG			Total Total % divided by 4	

Updated August 2020

CRESTWOOD TALENTED AND GIFTED 7th-11th GRADE MATRIX

STUDENT NAME: _____ **SCHOOL YEAR:** _____

CURRENT GRADE LEVEL: _____ **DATE:** _____

Algebra Aptitude

GR	COMP%

MAPS

10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. --95%
5 pts.-- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

Grade	NPR%	Points	Math	Reading	Language
7th					
8th					
9th					
10th					
11th					
12th					

IOWA ASSESSMENTS

GR	COMP NPR%	PTS	ELA	MATH	RDG	LW	SCI
3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							

Iowa Assessments

10 pts.--99%
9 pts. --98%
8 pts. --97%
7 pts. --96%
6 pts. --95%
5 pts.-- 94%
4 pts.- -93%
3 pts.-- 92%
2 pts.-- 91%
1 pt.--- 90%

SUBJECTIVE IDENTIFICATION

Forms	Points/ Scored
Renzulli Checklist	
Teacher Recommendation Form	

TOTAL IDENTIFICATION POINTS

	POINTS	MULTIPLIER	TOTAL POINTS	Percentage
MAPS		5	/50	
Iowa Assessments		1.67	/50	
Teacher Form		1	/50	
Renzulli Checklists	**Raw Score**	/104= _____%		
Total Identification Percentage_____			Total:	
RECOMMENDATION for PROGRAM: _____ 0-50% Student **not** recommended for TAG _____ 51-100% Student recommended for TAG			Total % divided by 4	

Updated August 2020

Subjective Identification Checklists:

Subjective criteria will be gathered through the use of the Renzulli-Hartman Inventory of Superior Students. Teachers will fill out standardized subjective checklists on motivational, learning, and creative characteristics of the nominated student. The scores will be combined with the objective test scores and the data will be entered into the identification matrix.

Crestwood Creative Thinking Rating Scale: TAG

Name:_____ Grade:_____ Date:_____
Teacher:_____

School System: _____
School:_____

DO NOT SKIP ANY ITEMS - ALL ITEMS MUST BE MARKED

- Rate each of the following characteristics as follows:
  - 0 - not observed 1 - rarely 2 - occasionally 3 - frequently
- All items with a rating of 3 require <u>at least one example of the gifted characteristic or item will be rated as 2.</u>
- Give consideration to the student's age, experiences, and environment when evaluating the creative thinking

	Rating	Description of Creative Thinking Characteristic	Student Examples:
1.		Generates a large number of ideas, solutions, and possibilities.	
2.		LIkes to adapt or improve things.	
3.		Displays a high level of curiosity about a wide array of ideas, situations, objects, people or events.	
4.		Generates many different alternatives and approaches to question or problem; views situations from different perspectives.	
5.		Shows a willingness to entertain complexity and seems to thrive on problem solving. Able to deal with lack of closure for problems presented inside or outside the classroom setting.	
6.		Sees/develops innovative relationships among seemingly unrelated objects, ideas, or facts.	
7.		Exhibits ability to sustain interest in issues or problems that do not offer immediate resolution.	
8.		Creates original products/projects for class assignments without being asked to do so, or in his/her spare time (including but not limited to stories, artwork, 3 dimensional products, songs, dance movements, dramatic performances, etc.	
9		Uses the ideas or projects of others to create additional ideas and/or possibilities.	

10		May take on many projects; may have many things going on at the same time.	
11		Classroom work/projects, and/or projects attempted as extracurricular activities or at home, show great attention to detail.	
12		Suggest to the teacher, parent, and other adults alternative ways of doing an activity or task.	
13		Comes up with fresh, original comments or unusual correct answers or formulates his/her own ideas when the class does a project or activity.	
14		Articulates ideas clearly either verbally or in project components; writing or products shows synthesis of ideas and or rich use of imagery; thinks “outside the box”; “colors without lines.”	
15		Doesn’t mind being different; strives to be original and creative in everyday life.	
16		Able to interact with metaphorical, figural, symbolic, or allegorical representations.	
17		Displays intellectual playfulness; fantasizes and imagines readily; has a keen sense of humor.	
18		Demonstrates elaborate thinking, creating new steps, ideas, responses, or other embellishments to basic ideas, situations, or problems.	
19		Creates good “guesses”; constructs hypotheses; asks thoughtful or clever “what if” questions.	
20		Adapts easily to new situations.	

Total Score:

Crestwood Teacher Creativity Observation Checklist

Student:_____ School:_____
Grade:_____ Date:_____
The Teacher Observation Checklist (TOC) is an important component of this student’s individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of

intellectual giftedness (whether considered socially “positive” or “negative”) that you have observed in this student when compared to others of their age, experience and environment.

_____
_____
_____

Please check those items which are frequently characteristic of this child. It is unlikely that any child will have all of these attributes.

1.	❑ Generates abstract ideas or ask complex questions	22.	❑ Is impatient - hurries to complete a task
2.	❑ Challenges rules, assignments, requests, and may ask provocative questions	23.	❑ Exhibits long term retention of school or non school related information
3.	❑ Is curious - wants to know “why, how, etc.”; asks thoughtful, searching questions	24.	❑ Is motivated to achieve high achievement in a low performing school environment.
4.	❑ Understands puns, political cartoons, etc., beyond their peers	25.	❑ Understands relationships among seemingly unrelated objects, ideas or facts
5.	❑ Shows desire for knowledge	26.	❑ Attributes success and failure to fate, luck, or change.
6.	❑ Often fails to complete schoolwork	27.	❑ Likes structure, order, and consistency
7.	❑ Enjoys school	28.	❑ Facility with words/oral language exceeds quality of written work
8.	❑ Works and plays well with others	29.	❑ Demonstrates a depth of perception and understanding beyond peers in a low performing school environment
9.	❑ Utilizes advanced language skills and a large vocabulary in oral and/or written formats	30.	❑ May lose track of time
10.	❑ Is most successful in the classroom setting rather than in after-school activities	31.	❑ Shows little patience with rote learning (handwriting, spelling, and math skill repetition)
11.	❑ Exhibits a wide range of interests	32.	❑ Has an advanced ability to reason and draw conclusions from given information
12	❑ Is eager to please the teacher	33.	❑ Demonstrates superior insight; infers and connects concepts
13.	❑ Demonstrates intense or focused concentration	34.	❑ Forgets/loses work
14.	❑ Is generally mature	35.	❑ Demonstrates an advanced sense of justice

			and fairness
15.	❑ Has a long attention span in areas of interest	36.	❑ Enjoys role playing, creative dramatics
16.	❑ Generates a large number of ideas	37.	❑ Enjoys competitive games
17.	❑ Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	38.	❑ Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals
18.	❑ Does not perform to his/her ability on tests (test phobia)	39.	❑ Demonstrates superior ability to hold information in memory and recall it when necessary
19.	❑ Displays in-depth information in one or more areas	40.	❑ Fine and gross motor coordination skills are advanced for ate
20.	❑ Has difficulty functioning constructively in groups	41.	❑ Learns better by “doing” than from a “lecture approach”
21.	❑ Communicates complex ideas and concepts to others verbally or nonverbally	42.	❑ Is a keen observer; interprets observations

Please continue with the following…..

43..	❑ Is not motivated by usual techniques (teacher’s enthusiasm, group interest, praise and/or rewards)	62.	❑ Has much energy, which can get him/her into trouble at times
44.	❑ Has original, unique ideas	63.	❑ Is disruptive
45.	❑ Is resourceful and uses limited resources to make meaningful products	64.	❑ Finds and evaluates relevant information and applies that information in a setting where most students do not
46.	❑ Interacts well with adults and peers	65.	❑ Makes good grades in reading
47.	❑ Enjoys math and science more than social studies and reading	66.	❑ Demonstrates a healthy self-concept
48.	❑ Is quick to see discrepancies/inconsistencies	67.	❑ Likes to work independently
49.	❑ Creates complex, abstract humor	68.	❑ Often problem solves by ingenious methods; likes new approaches to problem solving

50.	❑ Uses a large vocabulary in a non-standard English environment	69.	❑ Usually makes A's on school work
51.	❑ Approaches problems and ideas from multiple perspectives	70.	❑ Is generally immature
52.	❑ Getting good grades is important to the student.	71.	❑ Has advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
53.	❑ Excels in cooperative learning	72.	❑ Has excellent handwriting skills
54.	❑ Asks many questions, often challenging the teacher and the textbook	73.	❑ seeks approval for success in and out of school
55.	❑ Always turns in work on time	74.	❑ Outstanding in mathematics
56.	❑ Exhibits complexity, inventiveness, and elaboration in ideas and/or products	75.	❑ Outstanding in science
57.	❑ Exhibits richness in language in an non-standard English environment	76.	❑ Outstanding in language arts
58.	❑ Is an independent learner, may require little direction	77.	❑ Outstanding in social studies/history
59.	❑ Has many friends	78.	❑ Outstanding in music/creative arts
60.	❑ Self-starter; exceeds classroom requirements	79.	❑ An able student, but also the biggest challenge
62.	❑ Does not like to stick to a task	80.	❑ Has difficulty with reading, but otherwise demonstrates good learning ability

For TAG teacher only - TOC Score: _____
Notes:

Creative Product or Portfolio Scoring Rubric

Student Name:_____
ProductTitle:_____
Grade Level:_____ Age: _____ Race:_____ Date of Student Interview: ____/_____/_____

Subject Area(s): (Check all that apply) ❑ Math ❑ Science ❑Social Studies ❑ ELA

Project Completed: (Check all that apply) ❑ In school? ❑ At home? ❑ Other _____

Project Completed: ❑ Independently? ❑ With Parents? ❑ With Mentor?

Student's Description of Product and its Purpose:_____
_____
_____
(Attach additional information from student interview)

1. Product demonstrates originality. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product uses new and different ideas. ● Product demonstrates untested assumptions. ● Product reflects imaginative thinking.
2. Product demonstrates fluency.	**Indicators to Consider:** ● Product contains a number of ideas.

0 1 2 3 4 5 Comments:	• Product demonstrates connections between ideas.
3. Product demonstrates flexibility.. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product includes diverse and divergent ideas and approaches. • Product demonstrates ease in shifting perspective.
4. Product demonstrates elaboration. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product demonstrates depth and/or breadth of detail. • Product demonstrates transfer of concepts/techniques from past experiences.
5. Product demonstrates facility with abstract ideas. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product uses figurative language and imagery. • Product reflects vocabulary and/or use of syntax beyond that of peers. • Product reflects facility with abstraction and metaphor.
6. Product demonstrates a clear purpose. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product reflects purpose clearly advanced beyond that of peers of the same age, experience, and/or environment. • Product development demonstrates a strategic sequence. • Product reflects a purpose other than the reporting or collection of information.
7. Product demonstrates creative strengths. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product reflects inventive and innovative thinking skills. • Product reflect the use of unusual materials or ordinary materials in different ways. • Product demonstrates fresh or original ideas/concepts. • Product demonstrates an unusua or creative approach. • Product reflects an inventive or imaginative explanation.

Directions: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 or 5, Somewhat = 2 or 3, To a limited extent: 1 or 2, Not Observed: 0)

Product Review Team Member Signatures: Date of Review:

_____/_____/_____

Score: _____ Meets

Criteria: ❑ Yes ❑ No

Creativity/Artistic Rating Scale

Student's name:_____Grade:_____

School Year:_____Date:_____

Teacher Completing Form:_____

The Student...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
Likes to participate in art activities; is eager to visually express ideas						
Incorporates a large number of elements into artwork;varies the subject and content of artwork						
Arrives at unique, unconventional solutions to artistic problems as opposed to traditional ,conventional ones.						
Concentrates for long periods of time on art projects						
Willingly tries out different media; experiments with a variety of materials and techniques						
Tends to select art media for free activity or classroom projects						
Is particular sensitive to the environment; is a keen						

observer--sees the unusual, what may be overlooked by others						
Produces balance and order in artwork						
Is critical of his or her own work; sets high standards of quality ; often reworks creation in order to refine it						
Shows on interest in other students' work--spends time studying and discussing their work						
Elaborates on ideas from other people--uses them as a "jumping-off point" as opposed to copying them						

Add Column Total						
Multiply by Weight						
Add Weighted Column Totals:						

Creativity Giftedness Score Sheet

Name:_____Date:_____

School Year:_____ Grade:_____

Creativity Product/Portfolio Rubric:_____/35pts

Renzulli Creativity Rating Scale: _____/60 pts

Score Total_____/95pts.

Additional Indicators:

Creativity Teacher Observation Form_____/80 pts.

Extreme Evidence of Creative Giftedness: 90%

Considerable Evidence of Creativity 80%
Strong Evidence 70%

_____Student qualifies for creativity enrichment activities within the TAG program

_____Student does not qualify at this time for creative enrichment services within the TAG program, but will need creativity within the regular classroom

Creativity/Artistic Giftedness Score Sheet

Name:_____Date:_____

School Year:_____Grade:_____

Creativity Product/Portfolio Rubric:_____/35pts

Renzulli Creativity Rating Scale: _____/60 pts

Artistic Characteristic Rating Scale _____/66pts.

Score Total_____/161 pts.

Additional Indicators:

Teacher Observation Form_____/80 pts

Extreme Evidence of Creative Giftedness: 90%
Considerable Evidence of Creativity 80%
Strong Evidence 70%

_____Qualifies for creativity/artistic enrichment activities within the TAG program

_____Does not qualify at this time for creative/artistic enrichment activities within the TAG program, but will need artistic enrichment activities within the regular classroom

Technology Product or Portfolio Scoring Rubric

Student Name:_____
Product Title:_____
Grade Level:_____ Age: _____ Race:_____
Date of Student Interview:____/_____/_____

Subject Area(s): (Check all that apply) ❑ Math ❑ Science ❑Social Studies ❑ ELA

Project Completed: (Check all that apply) ❑ In school? ❑ At home? ❑ Other _____

Project Completed: ❑ Independently? ❑ With Parents? ❑ With Mentor?

Student's Description of Product and its Purpose:_____
_____
_____

(Attach additional information from student interview)

1. Unique or unusual presentation of an idea using tech. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** • Product shows elaborate written or visual detail. • Product goes beyond basic requirements. • Product uses language in a unique way. • Product employs unusual or unique elements. • Product displays originality.

2. Work advanced beyond age or group level. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product reflects knowledge and/or interests beyond that of peers. ● Product displays a unique sense of humor. ● Product reflects level of maturity beyond that of peers. ● Product reflects technical expertise beyond that of peers. ● Product reflects vocabulary and/or use of syntax beyond peers.
3. Great depth or breadth of understanding of a problem or idea. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product shows an analysis or evaluation of information. ● Product shows intense interest in the subject. ● Product reflects a high degree of familiarity with the subject matter. ● Product uses deductive and inductive reasoning. ● Product reflects the use of sophisticated problem solving skills. ● Product reflects considerable planning and organization.
4. Resourceful use of technology. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product uses material in an unusual fashion. ● Product reflects transfer or ideas to materials. ● Product reflects distinctive design or presentation. ● Product uses materials clearly advanced beyond that of peers. ● Product developed with specific audience in mind.
5. Evidence of computer programming expertise or tech consumer using hardware or software. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product reflects remarkable initiative ● Product reflects outstanding problem solving abilities. ● Product reflects technology sophistication beyond peers.
6. Organized for effective communication. 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product is produced in a coherent manner. ● Product resembles those of professionals in the field of study. ● Product reflects a logical approach in planning and presentation. ● Product includes visual elements to enhance the main idea of the topic. ● Product reflects higher levels of thinking.
7. Evidence of high interest and task commitment 0 1 2 3 4 5 Comments:	**Indicators to Consider:** ● Product reflects long-term interest and commitment. ● Product shows evidence of revision and redevelopment. ● Product reflects an understanding of in-depth research. ● Product reflects the student's talent and insight. ● Product offers new solutions or procedures to be implemented in the future.

Directions: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 or 5, Somewhat = 2 or 3, To a limited extent: 1 or 2, Not Observed: 0)

Product Review Team Member Signatures: Date of Review: _____/_____/_____

Score: _____ Meets

Criteria: ❑ Yes ❑ No

Renzulli-Hartman Inventory of Superior Students
TECHNOLOGY RATING SCALE

Student's Name:_____Grade:_____

School Year_____ Date:_____

Teacher completing this form_____

TECHNOLOGY CHARACTERISTICS

(2003 Del Siegle)

	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
The STUDENT...						
Demonstrates a wide range of technology skills						
Learns new software without formal training						
Spends free time developing technology skills						
Assists others with technology related problems						
Incorporates technology in developing creative/product/assignments/ presentations						

Eagerly pursues opportunities to use technology						
Demonstrated more advanced technology skills than other students his or her age						

Add Column Total:						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals:						
Score Total: /42						

Technology Giftedness Score Sheet

Student's Name:_____ Date:_____

Grade:_____ School Year:_____

Technology Characteristics Scale Total: _____/42 pts.

Technology Product/Portfolio Scoring Rubric _____/35 pts.

Scoring: _____/77 pts.

Extreme evidence of Technology giftedness 90%
Considerable evidence 80%
Strong Evidence 70%

_____Student qualifies for technology activities within the TAG program

_____Student does not qualify for activities within the TAG program, but will need technology enrichment within the regular classroom

Elementary MTSS Crestwood Student Data Profile

Student Name	
Date Profile Initiated	
Teacher / Grade	

STEP 1: Tier 1 Instructional Practices
This form and step is for an initial request to begin classroom teacher documentation, observations, parent communication records, other concerns and general note-taking.This step is for you and your own purposes for documenting concerns, however someone from the MTSS committee will check in with you to see if you have any questions.

Parent/s or Guardian	
Parent input & comments	

List the services that are provided to this student at the time of this referral? None, IEP-academic, behavior, speech, OT/PT, ELL, 504 Plan, TItle I/Reading

Recovery, TAG Intervention, Guidance-1:1 or small group, CICO, Health plan, Other-if known

Describe the strengths of the student

Area/s of Support Needed (place an X in box)

	Academic Remedial (reading, math, writing, other)
	Academic Advanced (reading, math, writing, technology, creativity)
	Behavior/SEL (school functioning, daily living, socialization, relationships, decision-making)
	Health (impairment, illness, vision, hearing)
	Communication (language, articulation, vocabulary)
	Physical / Movement (gross or fine motor)

Classroom Data: Briefly describe what you are noticing about this child.Include teacher notes, classroom observations, formative assessments, student's progress notes or collaboration efforts that raised your concern.

MTSS Committee Support: Indicate how we can assist you (put an X in a box)

	I **<u>do not need anything</u>** from a team at this point. I will start with the strategies listed below and request further support at a later date (Continue to Actions below to share your existing strategies)

Actions

What strategies will you use to assist the student in this area? How or what will you use to determine effectiveness or ineffectiveness of the strategy? How long will you use these strategies to help the student? Were the strategies effective? Share the student's progress

	I would like to meet with a team to brainstorm accommodation ideas for this student. (The Interventionist will add your request to the MTSS agenda and contact you)
	I would like to meet with a team to discuss if an intervention is needed for this student. (The Interventionist will add your request to the MTSS agenda and contact you)

STOP HERE IF YOU ARE NOT READY FOR AN MTSS MEETING.
IF REQUESTING A MEETING CONTINUE TO STEP 2: Student Progress Update

STEP 2: Investigation of Tier 1 or 2 Practices/Strategies Needed

This form and step is to begin recording ideas, suggestions from other colleagues, accommodations you are using, modifications you've put in place or classroom level interventions you are trying out to improve the student's learning/situation. This step REQUIRES the interventionists to be alerted so the student can be added to the Crestwood Elementary MTSS Student Log for system-wide communication. The interventionists will alert the appropriate focus teams (Behavior, Enrichment, Remediation, AEA) members of a possible upcoming meeting or discussion that may be needed.

Next Steps if you haven't met with a team

	I would like to meet with a team to brainstorm accommodation ideas for

	this student.
	I would like to meet with a team to <u>discuss if an intervention is needed</u> for this student.

Student Progress Update (Classroom Data)

What is the student's progress? Include teacher notes, classroom observations, formative assessments, student's progress notes or collaboration information including strengths.

District Assessment Data (most recent)

earlyReading	
aReading	
CBMR	
earlyMath	
aMath	
Automaticity	
SAEBRS	
ISASPS	
COGNITIVE ABILITIES (2nd gr)	

<u>Accommodation Ideas:</u>

What accommodations or informal strategies have you used regularly with this student, the following is a list of potential accommodations, not all inclusive but may guide your thinking:

1. **<u>Instructional methods & techniques:</u>** extended time, visual supports, repeated/simplified directions, peer tutoring, extra modeling of expected task, allow corrections, highlighting important information, alternate forms of assessment, multi-sensory instruction, adult support

(non-teacher)

2. **Instructional setting:** seated in front, short breaks, dividers/study desk, alternate testing setting, use of technology
3. **Instructional materials:** reduced workload, outlines/study guides, word banks, graphic organizers, adaptive technology, manipulatives
4. **Organization:** highlighter, post-it notes, assignment planner, desk/locker organization, color coding, visual schedule, task completion list
5. **Behavior/social/emotional:** positive behavior reinforcement, social group, behavior contract, charting/token reinforcement, alternate setting, relaxation techniques, peer modeling/partnering, visual clues for redirection, sensory materials, movement supports, lunch buddy
6. **Enrichment:** Pre-Assessing for skills, differentiation of curriculum, centers, projects, learning contracts, independent study

Fill in accommodations currently in use and add accommodations that are new from your discussions with the MTSS Team.

Type of Accommodation	Length of Use	Successful or Unsuccessful	Provided individually, small group or for the whole class?	Continue or Discontinue

Brainstorm / Discussion of Student Needs

<u>Interventions</u>: What interventions have or will be implemented for this student?

Interventions provide direct instruction in a deficit skill area or a challenging extension of learning. The intent is to support the learning of standards by teaching new or missing skills that are an extension of the universal instruction in the classroom. Interventions are measurable, time bound, and require progress monitoring to determine success.

Research-Based Intervention Strategies and Programs for Reading	Research-Based Intervention Strategies and Programs for Math	Strategies and Techniques for Behavior and SEL
Reading Recovery (program) Leveled Literacy Intervention (Title 1 program) 95% Group (program) Fastbridge Intervention library (strategies) PRESS Intervention (strategies) Functional Academic Assessment - FAA for Fluency (strategies)	Zearn Foundational Guidance and Materials (remedial strategies) Fastbridge Intervention and Instruction Library (strategies) MSTAR Interventions (strategies) DELTA Math (program) Peer Assisted Learning Strategies PALS (strategies) Great Leaps - Numeration, Addition, Subtraction (strategies)	PBIS Reteaching in Small Groups, 1:1 (CE Booklet) PBIS Website - Materials, Resources, Lessons Zones of Regulation Small Group/1:1 Lessons See Guidance Counselor for other Ideas

Intervention Strategy Example

Intervention (Reading, Math, Behavior)	Setting	Days /week	Minutes /day	Number of Weeks	Progress monitoring tool	PM how often?	Baseline	Goal
EXAMPLE: PRESS short vowel	*Intervention RM*	*5*	*15*	*8*	*Press word list*	*weekly*	*8/min*	*50/min*
Who is responsible for the intervention?	*Mrs. Lentz*		**Intervention Documentation uploads**			*(Link documents here)*		
Intervention Start Date	*8/13/21*		**Intervention Check-In Date**			*10/4/21*		
Discussion Notes about this intervention & Classroom Progress			*8/7/21 Mtg - Intervention will be implemented in a small group. This student may need more interventions as he/she performs in this current strategy.*					

Strategy #1

Intervention (Reading, Math, Behavior)	Setting	Days /week	Minutes /day	Number of Weeks	Progress monitoring tool	PM how often?	Baseline	Goal

Who is responsible for the intervention?			**Intervention Documentation uploads**			*(Link Document Here)*		
Intervention Start Date			**Intervention Check-In Date**					
Discussion Notes about this intervention & Classroom Progress								

Strategy #2

Intervention (Reading, Math, Behavior)	**Setting**	**Days /week**	**Minutes /day**	**Number of Weeks**	**Progress monitoring tool**	**PM how often?**	**Baseline**	**Goal**
Who is responsible for the intervention?			**Intervention Documentation uploads**			*(Link Document Here)*		
Intervention Start Date			**Intervention Check-In Date**					
Discussion Notes about this intervention & Classroom Progress								

Strategy #3

Intervention (Reading, Math, Behavior)	**Setting**	**Days /week**	**Minutes /day**	**Number of Weeks**	**Progress monitoring tool**	**PM how often?**	**Baseline**	**Goal**
Who is responsible for the intervention?			**Intervention Documentation uploads**			*(Link Document Here)*		
Intervention Start Date			**Intervention Check-In Date**					
Discussion Notes about this intervention & Classroom Progress								

Meeting Notes / Next Steps / Team Recommendations

STEP 3: Full Review of Instruction, Curriculum, Environment, Learner

This step is an in-depth look at your student as a whole child. The focus is to look at all factors that could be impacting the student's success and learning. You will need to produce data from your classroom with peer comparisons, district-wide data, investigations about your classroom instruction, the curriculum, the student's environments (school, home, peers if applicable) and the learner him/herself. This step REQUIRES a meeting date set, formal discussion of information collected and examined and a focused team decision from one of the focus teams (Behavior, Enrichment, Remediation).

Teacher Recommendation Identifier

Student Name: _____Current Grade: _____School Year:_____ Date: _____

Teacher Name:_____School year(s) student was in class: _____ Subject Area_____

Directions: Please complete individually and rate each statement in each row- Which describes the student the **BEST=3**, which descriptor of the student is **NEXT BEST=2**, which describes the student the **LEAST=1**. Please include any other information you feel would be valuable on the **back** of the sheet.

The student...

1	Remembers the answers	Poses unforeseen questions	Sees exceptions
2	Answer the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
3	Prefers the company of intellectual peers	Enjoys the company of age peers	Prefers the company of creative peers, but often works alone
4	Enjoys self directed learning	Enjoys creating	Enjoys school often
5	Works hard to achieve	Plays with ideas and concepts	Knows without working hard
6	Wonders	Is curious	Is interested
7	Is beyond the group	Is in own group	Performs at the top of the group
8	Shapes bizarre, sometimes conflicting opinions	Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives
9	Already knows	Learns with ease	Questions: What if...
10	Needs 6-8 repetitions to master	Needs 1-3 repetitions to master	Questions the need for mastery
11	Is never finished with the possibilities	Is self-critical	Is pleased with own learning
12	Is selectively mentally engaged	Daydreams; may seem off task	Is attentive
13	Creates complex, abstract humor	Relishes wild, off-the-wall humor	Understands complex, abstract humor
14	Makes mental leaps: AHA!	Grasps the meaning	Infers and connects concepts
15	Initiates more projects than will ever be completed	Initiates projects and extensions of assignments	Completes assignments on time
16	Is intense	Is independent and unconventional	Is receptive
17	Is original and continually developing	Is accurate and complete	Is innovative and spontaneous
18	Generates countless ideas which may/may not be viable	Generates advanced ideas	Generates Complex, abstract ideas
19	Improvises	Absorbs information	Manipulates information
20	Is a technician with expertise in the topic	Is an inventor and idea generator	Is an expert who abstracts beyond the topic
21	Memorizes well	Guesses and infers well	Creates and brainstorms well
22	Is highly alert and observant	Anticipates and relates observations	Is intuitive
23	Comprehends in-depth, complex ideas	Comprehends at a high level	Overflows with ideas-many of which will never be developed
24	Gets A's	Not motivated by grades but wants to be successful	Not motivated by grades
25	Is able	Is intellectual	Is unconventional

From what you have observed, do you feel this student is in need of the ELP program? _____

ON THE BACK INCLUDE ANY OTHER INFORMATION ON THE PLACEMENT OF THIS STUDENT

*Adapted from Bertie Kingore, creator of the Kingore Observation Inventory (KOI) and J. Monteith

Other information on the placement of this student:

TEACHER RECOMMENDATION IDENTIFIER KEY

1. Take the number rating from the Teacher X Multiplier for the score for each box (range 0-5) 2. Add all the boxes in that line to create the Line Numbers (Range 4-8) 3. Add the Line Numbers together for an overall score (range 100-200) 4. Convert Raw Overall score to total points using scale on back

TS=teacher score, M=Multiplier, T=Total

	IDENTIFIER	TS	M	T	IDENTIFIER	TS	M	T	IDENTIFIER	TS	M	T
1	Remembers the answers		0		Poses unforeseen questions		2		Sees exceptions		1	
2	Answer the questions in detail		0		Ponders with depth and multiple perspectives		2		Injects new possibilities		1	
3	Prefers the company of intellectual peers		2		Enjoys the company of peers		0		Prefers the company of creative peers, but often works alone		1	
4	Enjoys self-directed learning		2		Enjoys creating		1		Enjoys school often		0	
5	Works hard to achieve		0		Plays with ideas and concepts		1		Knows without working hard		2	
6	Wonders		1		Is curious		2		Is interested		0	
7	Is beyond the group		2		Is in own group		1		Performs at the top of the group		0	
8	Shapes bizarre, sometimes conflicting opinions		1		Responds with interest and opinions		0		Exhibits feelings and opinions from multiple perspectives		2	
9	Already knows		2		Learns with ease		0		Questions: What if...		1	
10	Needs 6-8 repetitions to master		0		Needs 1-3 repetitions to master		2		Questions the need for mastery		1	
11	Is never finished with the possibilities		1		Is self-critical		2		Is pleased with own learning		0	
12	Is selectively mentally engaged		2		Daydreams; may seem off task		1		Is attentive		0	
13	Creates complex, abstract humor		2		Relishes wild, off-the-wall humor		1		Understands complex, abstract humor		0	
14	Makes mental leaps. AHA!		1		Grasps the meaning		0		Infers and connects concepts		2	
15	Initiates more projects than will ever be completed		1		Initiates projects and extensions of assignments		2		Completes assignments on time		0	
16	Is intense		2		Is independent and unconventional		1		Is receptive		0	
17	Is original and continually developing		2		Is accurate and complete		0		Is innovative and spontaneous		1	
18	Generates countless ideas which may/may not be viable		1		Generates advanced ideas		0		Generates Complex, abstract ideas		2	
19	Improvises		1		Absorbs information		0		Manipulates information		2	
20	Is a technician with expertise in the topic		0		Is an inventor and idea generator		1		Is an expert who abstracts beyond the topic		2	
21	Memorizes well		0		Guesses and infers well		2		Creates and brainstorms well		1	
22	Is highly alert and observant		0		Anticipates and relates observations		2		Is intuitive		1	
23	Comprehends in-depth, complex ideas		2		Comprehends at a high level		0		Overflows with ideas-many of which will never be developed		1	
24	Gets A's		0		Not motivated by grades but wants to be successful		2		Not motivated by grades		1	
25	Is able		0		Is intellectual		2		Is unconventional		1	

Raw Score	Total Points
100	0
101-102	1
103-104	2
105-106	3
107-108	4
109-110	5
111-112	6
113-114	7
115-116	8
117-118	9
119-120	10
121-122	11
123-124	12
125-126	13
127-128	14
129-130	15
131-132	16
133-134	17
135-136	18
137-138	19
139-140	20
141-142	21
143-144	22
145-146	23
147-148	24
149-150	25
151-152	26
153-154	27
155-156	28
157-158	29
159-160	30
161-162	31
163-164	32
165-166	33
167-168	34
169-170	35
171-172	36
173-174	37
175-176	38
177-178	39
179-180	40
181-182	41
183-184	42
185-186	43
187-188	44
189-190	45
191-192	46
193-194	47
195-196	48
197-198	49
199-200	50

Crestwood Personalized Education Plan

Name	**Year**
Grade	**Date**

Identification Scores: *Please* see attached matrix and checklists

Services: Tier 1

Differentiation Strategy used in Regular classroom	Staff Member Implementing	Date	Frequency	Support needed?

Please SEE ATTACHED DIFFERENTIATION GOAL SHEETS

Tier 2: Services provided by Gifted and Talented Coordinator

Service	Frequency
Gifted Pull Out Class	
Gifted Small Group Class	

SEL support (if needed)	Frequency
Small group or individual	

Name _____ Date _____

Goal Setting for _____

My goal is

The target date to reach my goal is _____.

In order to reach my goal, I will need to do these three things:

1.

2.

3.

These are the tools I will need in order to reach my goal:

I will know I reached my goal because

_____

_____

_____

CHECKPOINT:

☆ I accomplished my goal! ☐ I am still improving on my goal

Goal Check In

Name: _____ **Grade:** _____ **Year:** _____

Date	Goal	Suggested Changes

Self-Evaluation of Goal

Name: **Date:** **Grade:**

	Student	Teacher
I selected a topic that held my interest.		
I understood the working conditions.		
I followed the working conditions.		
I worked well independently.		
I asked for help when I needed it.		

Authentic Audience for my Goal

I created an interesting question for the class to answer about my topic.		
I presented my project or goal to someone.		
I was able to explain what I learned to others.		
My goal/project grabbed my audience's attention.		
My goal presentation was well organized.		
I spoke loudly and clearly with good expression.		
I made frequent eye contact with others.		
I answered questions clearly.		
Where will I go from here?		

Social Emotional Checklist: K-2

Name: _____ **Date:** _____

Grade: _____ **Teacher:** _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

Check one box for each characteristic listed below	1	2	3	4
Uses listening skills and attention skills to identify feelings and perspectives of others				
Acknowledges differing perceptions of a situation				
Demonstrated the ability to respect personal space				
Celebrates accomplishments, says and does nice things for self when a goal is reached				
Recognizes that one has choices in how to respond to situations				
Demonstrated social and classroom behavior(*ask permission, listens to speaker, asks for help, follows directions, ignores distractions)*				
Differentiates between small and large problems				
Expresses empathy commensurate with the situation				
Identifies steps of the problem solving process				
Prefers adults instead of class mates				
Applies self-calming and self-regulation strategies				
Names activities or tasks that one does well				
Names activities or tasks that need improvement				
Asynchronous development				

Total SEL Score:_____

Additional Comments:_____

_____

Social Emotional Checklist: 3-6

Name: _____ **Date:** _____

Grade: _____ **Teacher:** _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

Check one box for each characteristic listed below	**1**	**2**	**3**	**4**
Gives and receives compliments				
Uses responsible listening skills				
Demonstrates collaborative skills				
Differentiates between safe and risky behaviors in a relationship				
Identifies a problem in a relationship and determines the appropriate means of resolution				
Demonstrates academic behaviors and self-regulation skills such as organization, completing assignments, planning				
Defines perspective and point of view				
Identifies emotions by body language and facial expressions				
Describes why others may be expressing specific feelings				
Applies self-calming strategies				
Demonstrates management of emotions and behavior through coping skills such as calming down, walking away, seeking help				
Describes the steps in setting and working toward achieving goals				
Prefers adults instead of classmates				
Prefers to be alone				

Total SEL Score_____

Additional Comments:

Social Emotional Checklist: 7-12

Name: _____ **Date:** _____

Grade: _____ **Teacher:** _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

Check one box for each characteristic listed below	1	2	3	4
Demonstrates an ability to be both a leader and a team player in achieving group goals				
Identifies peer pressure strategies				
Identifies positive support people to seek out in conflict situation crisis				
Analyzes ways one's behavior may affect the others' feelings and adjusts accordingly				
Demonstrates respect for other people's perspectives				
Explains how one's decisions and behaviors affect the well-being of the school and community				
Analyzes socially acceptable responses to various situations				
Respects personal boundaries of self and others				
Applies stress management strategies				
Assesses possible consequences, both positive and negative, of expressing an emotion				
Identifies personal characteristics and values				
Applies goal-setting skills to promote academic success				
Explains possible outcomes associated with different ways of communicating emotions				
Applies self-reflection techniques to recognize one's own strengths, areas of growth, and potential				
Identifies peer and adult role models as sources of support				
Analyzes whether outside influences are supportive or non-supportive				
Identifies the areas of control one has over situations in life				
Analyzes the short and long-term effects of safe, risky, and harmful behaviors				
Recognizes uncomfortable emotions as indicators of situations in need of attention				
Involves oneself in affirmative activities with his or her peer group				
Discusses and demonstrates depression type feelings				
Total SEL SCORE:				