

## D51 GT Elementary Programming 2023-2024

	How are advanced students and their teachers supported?	How is instruction developing thinking skills and creativity delivered to all students? (whole class, rotating pull out, etc.)		How is GT UCIA delivered? (whole class, talent pool, 2nd quarter, etc.)			When is time set aside for the GT Teacher to collaborate on development, implementation, and monitoring of ALP goals?	When is CogAT scheduled?	In what ways do classroom teachers extend instruction for advanced students in math, reading, writing, social studies, and science? In what ways is GT Teacher used as a resource to support classroom teachers?	What additional opportunities are available in/out side of school day?	How does MTSS include GT/advanced students?
	K	1	2	3	4	5				Clubs, Teams, Integrated STEM instruction, etc.	ID referrals, programming for ID & Talent Pool, etc.
<b>Purpose</b>	GT Teacher supports advanced and potentially advanced students in collaboration with classroom teacher	GT Teacher supports talent development and referrals for identification		GT curriculum delivers support for talent development and identified students that need self-awareness and building skills as an autonomous learner	GT curriculum delivers support for talent development and identified students that need Leadership and creativity skills, understanding of culture, develop research process	GT curriculum delivers support for talent development and identified students building skills in independently or interdependently carrying out an investigation	There needs to be an agreed upon time that ALP goals and progress monitoring will be worked on. Is this during and intervention time? During the student's content strength area? Other?	During core? Intervention?	Enrich/extend UCIA core content through co-teaching, support in Learning Communities, etc.	This is part of the system in how we develop talent areas. Think about anything connected to any strand of identification: academic, dance, art, music, drama, leadership, creativity	What is the team process for determining which advanced students need support (in academics, leadership, creativity, thinking skills, etc.) AND what support is going to be offered?
<b>Heatherton Elementary</b>	GT Teacher attends K LC	1st & 2nd grade whole class lessons using PETS during 2nd & 3rd quarter		Taught to Talent Pool and ID students during student's elective time			GT Teacher meets with ID'd students and their classroom teachers once a quarter.	Screener given over two days during ELA content. Full battery given over three days during intervention block.	GT Teacher is scheduled to attend each grade level LC once a month	Lego League	MTSS team handles GT referrals and determines programming
<b>Baskination School</b>	GT Teacher observes each class 1x a quarter	GT Teacher observes each class for a week each quarter	USTARS science lessons taught as whole class	Taught to Talent Pool during intervention time		Formally ID'd students in pull-out class during interventions	An individual meeting is set up with parents, teacher, student at beginning of the year. Progress monitoring during parent teacher conferences (Oct & Feb). Year end check and prepare for next year's goal set as a meeting in May.	Screener and Full battery given during intervention blocks. Both over 3 days (Screener 20 min each day; Full Battery 35 min each day)	GT Teacher provides newsletter updates every other week on topics being covered in GT classroom and supports available to teachers.	Girls on the Run, Destination Imagination	GT Teacher facilitates a GT MTSS school team that meets at least once a month
<b>Goal Team Academy</b>	GT Teacher is progress monitoring Early Access student and consulting with classroom teachers	Every student rotated through small group lessons using Kingore lessons and Observation Inventory		Taught whole class through co-teaching with classroom teacher			ALP goals are set within classroom as all other students set their goals. GT teacher pushes into the class during goal setting times to support students with ALP.	Screener given all at once during student's computer lab time. Full battery is given individually to each student and scheduled with classroom teacher.	GT Teacher	Monthly Art Heritage, after-school Spanish lessons	Each grade level does a data dig each quarter to monitor progress of high students and look for those moving up. GT Teacher and grade level LCs meet to determine programming and referrals
<b>Appleton</b>	Talent Pool is determined by teacher recommendation. Students will attend a 30 min. pull out group 2 or 3 times a week (depending on rotation schedule) for critical/creative lessons and advanced literacy instruction.	Talent Pool is determined by teacher recommendation. Students will attend a 30 min. pull out group 2 or 3 times a week (depending on rotation schedule) for critical/creative lessons and advanced literacy instruction.	Talent Pool is determined by teacher recommendation, NWEA, and CogAT scores. Students will attend a 35 min. pull out group 2 or 3 times a week (depending on rotation schedule) for critical/creative lessons, math extensions, and advanced literacy instruction.	Talent Pool is determined by teacher recommendation, NWEA, and CogAT scores. Students will attend a 45 min. pull-out group 2 or 3 times a week (depending on rotation schedule) for Depth and Complexity lessons, math extensions, and advanced literacy instruction.	Talent Pool is determined by teacher recommendation, NWEA, CMAS, and CogAT scores. Students will attend a 45 min. pull-out group 2 or 3 times a week (depending on rotation schedule) for Depth and Complexity lessons, math extensions, and advanced literacy instruction.	Talent Pool is determined by teacher recommendation, NWEA, CMAS and CogAT scores. Students will attend a 45 min. pull-out group 2 or 3 times a week (depending on rotation schedule) for Depth and Complexity lessons, math extensions, and advanced literacy instruction.	Quarter 1-An individual meeting is set up with parents, teacher, student at beginning of the year. Quarters 2,3,4- Wednesday morning from 9-11 or Thursday afternoons from 12-4 (depending on rotation schedule to meet with groups 3 times a week)	1st Quarter-New and referred students. Oct-Nov testing window for Universal screener to 2nd graders. All others during January-February testing window	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need. The GT teacher provides resources as needed.	Monthly Art Heritage, Girls on the Run, Noetic Math Competitions, Good News Club,	The MTSS process is used as needed to evaluate GT students. The GT teacher will continue to dig into data throughout the year to make decisions about which students need services in collaboration with classroom teachers. Each student served in Talent Pool will have an MTSS plan in Synergy.
<b>Broadway</b>	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are very advanced. Will individually pull students for literacy as needed.	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet twice weekly for literacy and critical thinking	Talent pool and identified students will attend a pull out group instructions once a week for math and once a week for literacy and critical thinking. The group will change throughout the year based on unit pretests and progress in their homeroom class and pull out group.	Talent pool and identified students will attend pull out small group instruction twice a week for 30 minutes for math, and twice a week for 30 minutes for math. Groups are reviewed and changed according to students needs based on unit pretests and progress in their homeroom class and pull out group.			As needed before and after school, plan time, email, phone conversation, conferences	October-November testing window for 2nd grade. All others during January-February testing window	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Lego League, Student Senate, PE activities (basketball, volleyball, etc.)	MTSS Scheduled on a as needed basis.
<b>Chatfield</b>	GT teacher offers support by teacher request	Pullout small group for talent pool and identified students once a week for 40 minutes during part of reading block.	Pullout small group for talent pool and identified students twice a week for 45 minutes during intervention.	Pull out small group for talent pool and identified students once a week for one hour during intervention block and part of science.	Pull out small group for talent pool and identified students once a week for one hour during intervention block and part of science.	Pull out small group for talent pool and identified students twice a week for 45 minutes during intervention block.	As needed before and after school, plan time, email, phone conversation	October - November testing window for 2nd grade, January-February testing window for new students or retests	GT teacher provides resources as needed, Beast Academy	REC program after school, Girls on the Run	MTSS scheduled on a as needed basis.
<b>Chipeta</b>	GT teacher offers academic and social emotional support by teacher request.	Pets lessons every other week. Rotating small groups during intervention time	Small group instruction twice a week during intervention time.	Small group instruction is provided twice a week during Intervention time.	Talent Pool and Identified students attend pull-out classes 60 minutes, twice per week during intervention time using GT curriculum. Weekly math lunch group.	Talent Pool and Identified students attend pull-out classes 60 minutes, twice per week during intervention time using GT curriculum. Weekly math lunch group.	As needed before and after school, plan time, email, phone conversation, conferences	August CogAT window and October CogAT window.	GT teacher provides resources as needed.	Girls on the Run, Lego League	MTSS Scheduled on a as needed basis.

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	K	1	2	3	4	5				Clubs, Teams, Integrated STEM instruction, etc.	ID referrals, programming for ID & Talent Pool, etc.
Clifton	GT teacher offers academic and social emotional support by teacher request.	1st Grade students participate in rotating pull out group with the GT teacher during Goal Time.	Small group instruction twice a week during intervention time.	Small group instruction is provided twice a week during Goal Time	Small group instruction is provided twice a week during Goal Time .	Small group instruction is provided twice a week during Goal Time.	An individual meeting is set up with parents, teacher, student at beginning of the year. Progress monitoring during parent teacher conferences (Oct & Feb). Year end check and prepare for next year's goal set as a meeting in May.	Universal screener will be given starting on or after October 17 for all 2nd grade students. Grades 3-5 can take CogAT if the student did not participate in the Grade 2 universal screener or if more student data is needed at the beginning or middle of the school year.	GT Teacher provides updates on topics being covered in GT classroom and supports available to teachers.	Noetic Math Competitions, Girls on the Run, Girls Who Code, Riverside Education Center Tutoring, Good News Club, Art Heritage	
Dos Rios	GT teacher offers academic and social emotional support by teacher request.	Pets lessons every other week.	Small group instruction twice a week during intervention time.	Small group instruction is provided twice a week during Intervention time.	Talent Pool and Identified students attend pull-out classes 45 minutes,twice per week during intervention time using GT curriculum. Weekly Math lunch group.	Talent Pool and Identified students attend pull-out classes 45 minutes, twice per week during intervention time using GT curriculum. Weekly Math lunch group.	As needed before and after school, plan time, email, phone conversation, conferences	August CogAT window and October CogAT window.	GT teacher provides resources as needed.	Girls on the Run	MTSS Scheduled on a as needed basis.
DIA	GT Teacher consults with classroom teacher at least 1x quarter. LC meetings	Pull out Talent Pool after Q1.	Talent Pool is based on teacher recommendation, supported by qualitative data and teacher checklists. Students will work on developing critical thinking skills, working collaboratively, communication skills, and extending thinking on classroom lessons.	Beginning September, the students from the previous year's TP attend pull out classes for 30 minutes once a week during intervention. Consideration for Talent Pool is re-evaluated after the fall CogAT testing, NWEA, and based on teacher recommendation. Units of study include math, science, and language arts to extend lessons and classroom instruction. Students will use Depth and Complexity questioning to develop critical thinking skills.	Talent Pool and Identified students attend pull out classes for 30 min during Special 1x week.	Talent Pool and Identified students attend pull out classes for 45 min during Special 1x week.	ALP students meet with teacher every other week for 30min 1x week during Specials	October window for 2nd graders and Jan-Feb as needed	GT teacher provides resources a needed. Beast Academy provided for Talent/GT math strength	Robotics, Music, Volleyball with Staff	GT teacher joined MTSS team. The MTSS process is used as needed to evaluate GT students. The GT teacher will continue to dig into data throughout the year to make decisions about which students need services each cycle in collaboration with classroom teachers. Each student served in Talent Pool will have an MTSS form in Synergy.
Fruitvale Elementary	Primary Education Thinking Skills group offered to Kindergarten students during WIN.	Primary Education Thinking Skills group is available for first and second grade students during WIN twice a week.	Primary Education Thinking Skills group is available for first and second grade students during WIN twice a week.	Small group instruction focused on ALP goals and GT curriculum, meets 2X a week during WIN.	Small group instruction focused on ALP goals and GT curriculum, meets 2X a week during WIN.	Small group instruction focused on ALP goals and GT curriculum, meets 2X a week during WIN.	Collaboration occurs as needed: before school, plan time, emails, conferences, LCs.	October 17	GT Teacher can provide resources for teachers. Beast Academy provided for Identified Math students.	Lego League, Girls on the Run, Coding Club	AISS meetings scheduled as needed for behavior and academic concerns.
Lincoln OM	K- GT teacher offers academic and affective support as requested	1st grade- Beginning in January, students attend Talent Pool once a week for 30 minutes during intervention time.  Talent Pool is based on teacher recommendation, supported by qualitative data and teacher checklists. Students will work on developing critical thinking skills, working collaboratively, communication skills, and extending thinking on classroom lessons.  2nd- Beginning September, the students from the previous year's 1st grade TP attend pull out classes for 45 minutes twice a week during intervention. Consideration for Talent Pool is re-evaluated after the fall CogAT testing, NWEA, and based on teacher recommendation. Units of study include math, science, and language arts to extend lessons meeting CAS and classroom instruction. Students will use Depth and Complexity questioning to develop critical thinking skills.			3-5 Students will attend pull out Talent Pool classes 45 minutes, twice a week, during intervention time. Students will explore the universal theme of change within units of study including math, science, and language arts. Students will develop critical thinking skills through Depth and Complexity questioning.Students will also maintain learning logs, create and progress monitor academic and affective goals, journal learning from units of study using Depth and Complexity icons, and keep a record of new vocabulary.  Students with ALPs will receive small group instruction for an additional 30 minutes per week. This time will be direct instruction to meet ALP goals in math and Language arts, as well as to meet affective needs.			2nd grade full battery will be administered October 17-November 11. Classes will test once per week for 90 minutes, with classes testing Tuesday, Wednesday, and Thursdays for three weeks. Prior to testing, each class will have an introduction to CogAT during intervention. Testing accommodations will be made per IEPs and 504's, and students in 3-5th who need to be tested will test during this window. There will be an additional winter testing window for 1-5 th grade.	The GT teacher is available a resource for classroom teachers. The GT teacher will set up Google Classroom for teachers if requested to provide enrichment activities tied to classroom instruction. Students will be encouraged to use Depth and Complexity icons in the regular class to extend thinking.	Classroom teachers will add students to the Vertical Teams schedule for MTSS support. Each student served in Talent Pool will have an MTSS form in Alpine.	

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	K	1	2	3	4	5				Clubs, Teams, Integrated STEM instruction, etc.	ID referrals, programming for ID & Talent Pool, etc.
<b>Loma</b>	GT teacher offers academic and affective support as needed.	Whole Class thinking skills lesson delivered once per month (PETS main resource). GT teacher offers academic and affective support for individual students as requested.	GT teacher prepares the 2nd grade for CogAT by presenting whole class lessons on patterns and analogies. GT teacher administers the CogAT test. Using CogAT data, the GT teacher and 2nd grade teacher decide which students are ready to be pulled in small groups.	3rd-5th grade talent pool and formally identified students are served in a pull-out program that meets twice a week for 40 minutes each time. The focus is on the district GT curriculum, understanding and use of the depth and complexity tools, and the universal theme.			GT teacher and general education teacher are meeting during common planning times as needed for ALP development and progress monitoring.	10/18, 10/23, and 10/30	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Good News Club	The MTSS process is used as needed to evaluate GT students.
<b>Mesa View</b>	K-Primary Education Thinking Skills are taught in a whole class lesson on a rotating cycle about once every other month. Lessons model thinking that is divergent, convergent, evaluative, and practice visual spatial perception. Lessons alternate with a K/1 combined small group focused on literacy support and PETS lessons.	K-Primary Education Thinking Skills are taught in a whole class lesson on a rotating cycle about once every other month. Lessons model thinking that is divergent, convergent, evaluative, and practice visual spatial perception. Lessons alternate with a K/1 combined small group focused on literacy support and PETS lessons.	2nd- Small group pullout lesson support two times per week for 45m. Consideration for Talent Pool is evaluated based on NWEA and teacher's formative data and solidified after CogAT testing. Math leaning content will develop skills to meet the standards in addition to exploring the universal theme, depth and complexity thinking, and extensions using GT curriculum resources.	3rd- Small group pullout support 2x a week for 20m Students will explore the universal theme of conflict. Students will develop critical thinking skills through depth and complexity questioning. Students will develop skills to meet the academic standards in math and invest in strategies for SEL growth.	4th-Small group pullout support through groups that meet once a week: ELA leaning meets for 35m, math leaning meets for 40m, and Creativity leaning meets for 35m. Some students are in multiple groups. Students will explore the universal theme of conflict. Students will develop critical thinking skills through depth and complexity questioning. Students will develop skills to meet the academic standards in math or ELA and invest in strategies for SEL growth. Creativity in multiple media and design challenges may also be integrated.	5th-Small group pullout support through groups that meet once a week. ELA leaning meets for 40m, Math leaning meets for 40m, and the Creativity group meets for 40m. Some students are in multiple groups. Students explore the universal theme of conflict. Students develop critical thinking skills through depth and complexity questioning. Students develop skills to meet the academic standards in math or ELA and invest in strategies for SEL growth. Creativity in multiple media and design challenges may also be integrated.	Collaboration occurs as needed: before school, plan time, emails, conferences, and grade level share outs. A shared document lets us collaborate on gathering quantitative and qualitative data.	2nd grade CogAT will be administered October 17- November 10. Classes will test once-twice per week for 45-60 minutes, with classes testing Mondays and Tuesdays and/or Friday for three weeks. Prior to testing, each class will have an introduction to CogAT during our regularly scheduled group time plus a Friday time.	The GT teacher is available as a resource for classroom teachers. Resources and links can be shared via email or as requested in team meetings. Students will be encouraged to use depth and complexity icons in the regular class to extend thinking.	Lego League has multiple teams in our school so students that want to participate may do so. FLYT Club facilitates students and families learning together. Girls on the Run builds healthy mind and body skills. Chess Club is offered weekly. Fourth and fifth graders can cultivate leadership through student council. Honors choir is also offered to grow musical talents.	The MTSS process is used as needed to evaluate GT students. The GT teacher will continue to dig into data throughout the year to make decisions about which students need services each cycle in collaboration with classroom teachers. Each student served in Talent Pool will have an MTSS form in Synergy.
<b>Monument Ridge</b>	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet twice weekly for GT curriculum instruction.	Small group pull out lessons in grade 3-5 using the GT curriculum, and universal theme. Whole class activities monthly for 1st and 2nd grade students. Whole class activities for kindergarten students once per quarter.		Talent pool and identified students will attend pull out small group instruction twice a week for 45 minutes where the universal theme and GT curriculum will be used to guide instruction. Groups are reviewed and changed according to students needs.			Fridays are used for collaboration, implementation, and monitoring	10/17, 10/19, 10/21, 10/24, 11/2, 11/7, 11/9	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Lego League is offered at Monument Ridge. All students attend whole class time in the maker space where they are challenged with STEM materials.	The MTSS process is used as needed to evaluate GT students.

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	K	1	2	3	4	5				Clubs, Teams, Integrated STEM instruction, etc.	ID referrals, programming for ID & Talent Pool, etc.
<b>New Emerson</b>	Occasionally students are tested by the GT teacher to provide more data on how best to serve the students. GT teacher assists the kindergarten teacher by testing student at BOY, MOY, and EOY.	First grade students are recommended by the first grade teacher to attend enrichment. PETS for First Grade is used as the programming.	GT teacher prepares the 2nd grade for CogAT by presenting whole class lessons on patterns and analogies. GT teacher administers the CogAT test early mornings in October when the CogAT window opens. Using CogAT data, the GT teacher and 2nd grade teacher decide which students are ready to be pulled in small groups for math group and book club. PETS for 2nd grade is embedded into the lessons, as are SELinstruction.	Using national test scores, CMAS, NWEA, and CogAT, students are agreed upon by both the GT teacher and 3rd grade teacher for small group instruction. Creativity, SEL, and PETS for 3rd Grade are embedded in the lesson plans. Book Club learns literacy for 3rd grade. They read books on their level and are taught how to use a Depth and Complexity grid to dive deeper into a topic from the book. They then present their new knowledge using a variety of methods. Book Club meets Tuesdays from 11-11:45. Math group solves puzzles and real world math problems. They switch partners to learn social skills. They use the universal theme of change in their solutions. Math meets Tuesdays from 10-10:45.	Using national test scores from CMAS, NSWEA, and CogAT, the 4th grade teacher collaborates with the GT teacher in deciding on small groups to be pulled for Book Club and Math Group. Book Club reads books on their level and use 12 Depth and Complexity icons to research a topic that corresponds with the book. They present their findings in a variety of ways to our group. Creativity, SEL, and Universal Theme is embedded in their lessons. They meet Tuesdays and Thursdays from 12:35-1:15. Math group uses real world math problems to solve equations on our level. We support the students on ALPs by practicing skills that pertain to their goals. We switch partners frequently to learn how to work in a group and how to have constructive relationships with others. We meet Tuesdays from 9-9:45 on B week and Tuesdays and Thursdays on A week.	Using national test scores and student behavior the 5th grade teacher and the GT teacher collaborate on which students need to be pulled for small group instruction. Book Club meets Thursdays 10-10:30 to read and discuss books on their level. They research topics pertaining to the stories and present their new knowledge using a variety of methods. They also review literacy skills for 5th grade. Math group meets from 9-9:45 Thursdays on B Week and 3-3:45 Thursdays on A week. Math groups solve real world math problems and support students on ALPs by practicing the skills needed for their goals.	GT teacher attends the staff meetings on Fridays from 8-12:00. She works closely with the general teacher to make changes in the pull out groups as the need arises.	CogAT will begin mid October and be administered right morning meeting. This usually takes 3 mornings- two Tuesdays and one Thursday. Student who miss the tests due to absences are then given makeup tests.	Some teachers request additional resources from the GT teacher that students may use in the classroom when their regular work has been completed. Beast Academy is offered when available.	Lego League is offered at the school. New Emerson also highly engages with problem-based learning in which all grades participate. A science specialist prepares upper grades for the science fair.	When questions arise as to how best serve a student, that student is discussed at MTSS meeting and suggestions are agreed upon by the group. Those decisions are then communicated to all involved parties. Decisions may include retaking the CogAT or NWEA tests. The student may stop attending pull out groups in order to catch up in the general classroom.
<b>Nisley</b>	GT teacher offers academic and social emotional support by teacher request.	GT does a push-in lessons during Goal Time focusing on critical thinking skills and creativity.	GT teachers delivers small group instruction twice a week during Goal Time. Classroom teachers deliver instruction in areas addressed on the Cognitive Abilities Test with lessons provided by the GT teacher	Small group instruction is provided twice a week during WIN time	Small group instruction is provided twice a week during WIN time.	Small group instruction is provided twice a week during WIN time	An individual meeting is set up with parents, teacher, student at beginning of the year. Progress monitoring during parent teacher conferences (Oct & Feb). Year end check and prepare for next year's goal set as a meeting in May.	Universal screener will be given starting on or after October 17 for all 2nd grade students. Grades 3-5 can take CogAT if the student did not participate in the Grade 2 universal screener or if more student data is needed at the beginning or middle of the school year.	GT Teacher provides updates on topics being covered in GT classroom and supports available to teachers.	Lego League, Noetic Math Competition, Girls Who Code, Girls on the Run, Riverside Education Center Tutoring, Art Heritage, Chess Club, Student Council	
<b>Orchard Ave</b>	K-5 students will be supported in small groups during BEAR Time (Intervention/Enrichment Block) 2 times per week for 30 minutes. The focus of this time will be extending and enriching students' thinking and learning through collaboration with classroom teachers.						GT Teacher will work one-on-one or in small groups with students who have been identified as needing an Advanced Learning Plan (ALP) two days a week. This may be through pushing into the classroom or through pull-out. This time will focus on the ALP goals and does not include the BEAR Time. GT teacher will meet with teachers during LCs or at a scheduled time to collaborate on the development and monitoring of ALP goals. Additionally, GT teacher will engage learners and families with the creation and monitoring of ALP goals through regular meetings and communication.	2nd grade will be testing October 20th-November 2nd. There will be another window open for other grade level in January 2024.	Classroom teachers regularly differentiate for students. GT teacher will attend backwards planning days once per month to support classroom teachers in planning to extend learning for identified students. GT teacher will attend grade level LCs, Teacher Talks, and additional backwards planning days when necessary.	Girls on the Run, Art classes, Orchard Avenue Student Leadership Team, Environmental Science Club, Playground Ambassadors, Library Ambassadors	GT Teacher and grade level teachers meet to review data and determine referrals and identify students for talent pool. Additionally, GT teacher attends MTSS meetings when necessary to discuss/problem solve around identified learners. GT teacher collaborates with families when a learner is being supported through the MTSS process.

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<b>Pear Park</b>	Kindergarten students explore depth and complexity icons through picture books and the PETS kindergarten resource. Students are encouraged to use these tools in their classroom, we use math, reading, and writing connections during pull out time to help students see the connection.	First grade students work on depth and complexity icons, connecting them to reading, writing, and math. Students use fairy tales and math word problems to learn about the icon, then transfer their learning into writing.	Second grade students grow their understanding of depth and complexity icons, using them to solve problems in reading, writing, and math. Students take their learning and apply it to the classroom work to help dig deeper into their learning. Students grow in understanding how they can use these tools independently without their teacher directly telling them what to do.	Third grade students work on multiple intelligences and learning styles to grow in an understanding of depth and complexity. Students use depth and complexity icons in reading, writing, and math problems to set goals for themselves and work towards advocating for their needs.	Fourth grade students independently use depth and complexity icons to show an understanding of creative problem solving. Students will explore a real world problem, using depth and complexity icons to research and find multiple unique solutions to the problem at hand.	Fifth grade students work on independently using depth and complexity icons to write their own questions for an in depth passion project where they have to show an understanding of their passion in the present and future for their lives. Students will grow in an understanding of how to use icons independently in their classroom work consistently.	Friday mornings from 8-12	New 3-5 grade students is scheduled for September, 2022 2nd grade analogy lessons will begin in early October, the CogAT will begin October 17	Classroom teachers are giving a monthly GT newsletter on the specific goals that each grade level is working towards and how our work is used in reading, writing, and math. Teachers are given a higher level thinking tool each month to help encourage students to not be left alone to read when work is completed, but instead use a tool with them to dig deeper. Teachers are also given question stems using depth and complexity to help push students in their classrooms.	School Play lead by our computer teacher Student Council lead by myself and one other teacher	Our MTSS team continues to grow and develop our processes to discuss and bring all students to the MTSS team as well as look at the whole child. Discussing GT students during MTSS is an opportunity for growth for our MTSS team, we are getting there!
<b>Pomona</b>	Teacher referrals are brought to GT Teachers attention. Served During STEAM LAB	Teacher referrals are brought to GT Teachers attention. Served During STEAM LAB	Weekly CogAT Prep Q1. After CogAT testing, data is assessed, groups are created through collaboration, and then served Q2 and Q4. Also served During STEAM LAB	Identified learners create ALP goals for all four quarters and meet with the GT Teacher in Q1 & Q3. Identified and Talent Pool learners are served based on strength area four days a week with the GT Teacher Q2 & Q4. Also served During STEAM LAB			Fridays Q1 & Q3, during GT Teacher's Planning Time Q2 & Q4.	October 23-26	GT Teacher can provide resources for teacher's to use during their classroom time. Beast Academy provided for Identified Math students. Higher Level Thinking Questions for HMH Projects.	Lego League, Girls on the Run, Coding Club	MTSS team can collaborate concerning issues with behaviors, acceleration, GT referrals and with determines programming.
<b>Rim Rock</b>	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet twice weekly for GT curriculum instruction.	Small group pull out lessons in grade 3-5 using the GT curriculum, and universal theme. Whole class activities monthly for 1st and 2nd grade students. Whole class activities for kindergarten students once per quarter.		Talent pool and identified students will attend pull out small group instruction twice a week for 45 minutes where the universal theme and GT curriculum will be used to guide instruction. Groups are reviewed and changed according to students needs.			Fridays are used for collaboration, implementation, and monitoring	10/18, 10/23, 10/25, 11/6, 11/8	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Lego League is offered at Rim Rock.	The MTSS process is used as needed to evaluate GT students.
<b>Rocky Mtn.</b>	Primary Education Thinking Skills group offered to Kindergarten students during interventions.	Primary Education Thinking Skills group is available for first and second grade students during interventions twice a week.	Primary Education Thinking Skills group is available for first and second grade students during interventions twice a week.	Small group instruction focused on ALP goals and GT curriculum, meets 2X a week during interventions.	Small group instruction focused on ALP goals and GT curriculum, meets 2X a week during interventions.		Collaboration occurs as needed: before school, plan time, emails, conferences, LCs.	October 17	GT Teacher can provide resources for teachers. Beast Academy provided for Identified Math students.	Lego League, Girls on the Run, Coding Club	MTSS meetings scheduled as needed for behavior and academic concerns.
<b>Scenic</b>	When teachers recommend students, they are pulled during their flex time from 10:55-11:30 to learn the PETS curriculum for kindergarten as well as creativity lessons. The group also spends time reading on their level and learning the literacy skills required for kindergarten. They meet Mondays and Wednesdays.	Using teacher recommendations, first grade enrichment studies the PETS curriculum for first grade as well and reading o their own levels and learning literacy skills that will take them to the next level. They meet Mondays and Wednesdays from 10:10-10:45..	Whole class lessons are taught to prepare students for the CogAT test in October. Using teacher recommendations plus test scores, students are pulled in small groups during their flex time from 9:30-10:05 am on Mondays and Wednesdays. We study the PETS curriculum for 2nd grade. We try math puzzles and read on own levels. We learn literacy skills needed at that 2nd grade level.	Using test scores small groups are pulled during flex time on Mondays and Wednesdays from 1-1:35 pm. We study the autonomous learning model by Betts as well as the PETS curriculum for 3rd grade. We learn to do deep research while using the depth and complexity icons. We start with four and by the end of the year we are using eight.	Using test scores small groups are pulled during flex time from 11:40-12:15 on Mondays and Wednesdays. We focus on leadership and culture. We start with the culture of themselves, move to family, class, school, town, state, nation, world, and universe. Students research projects by filling in a depth and complexity grid in twelve sections. They present their new knowledge to our group in a variety of ways.	Using test scores small groups are pulled during flex time from 3:15-3:50 on Mondays and Wednesdays. We focus on literature. Students read books and then choose a corresponding topic. Students research their topic by filling in a depth and complexity grid in twelve sections. They present their new knowledge to our group in a variety of ways. We review literacy skills for 5th grade to prepare for national tests.	GT teacher must speak with teachers before school or at lunch. We email frequently in order to make critical decisions for students progress.	Mid October during 2nd grade technology time. We usually take two weeks to complete whole classes. We then use the next week to catch up any absent students.	Books on the students' levels are sent in packets to use in the general classroom. Math packets are also sent to the general classroom. When completed the packets are set on the GT teacher's desk to show they are ready for more work. Beast Academy is offered to students who need a lot more support in math.	Chess club is offered Tuesday nights. Lego League is offered Monday and Wednesdays mornings.	Data Dives are a regular practice by the GT teacher. If questions arise, teachers may decide during the MTSS meeting that a student needs additional testing to make an informed decision for their growth. Tests are given in a timely manner and all results are delivered to the teacher.
<b>Shelley</b>	KBIT is offered to recommended students and an advanced group is served during Intervention Time for Q3.	KBIT is offered to recommended students and an advanced group is served during Intervention Time for Q1 and Q3.	Weekly CogAT Prep Q1. After CogAT testing, data is assessed, groups are created through collaboration, and then served Q1 and Q3.	Identified learners create ALP goals for all four quarters and meet with the GT Teacher Q1. Identified and Talent Pool learners are served based on their strength area during their Intervention time at each grade level for Q1 and Q3.			Fridays for Q2 & Q4. Before school, after school, and during GT Teacher's Planning Time for Q1 & Q3.	October 17-20	GT Teacher can provide resources for teacher's to use during their Intervention Time, when she is at her other school.	Lego League, Girls on the Run, Leadership Team	MTSS team can collaborate concerning issues with behaviors, acceleration, GT referrals and with determines programming.

## D51 GT Elementary Programming 2023-2024

	How are advanced students and their teachers supported?	How is instruction developing thinking skills and creativity delivered to all students? (whole class, rotating pull out, etc.)		How is GT UCIA delivered? (whole class, talent pool, 2nd quarter, etc.)			When is time set aside for the GT Teacher to collaborate on development, implementation, and monitoring of ALP goals?	When is CogAT scheduled?	In what ways do classroom teachers extend instruction for advanced students in math, reading, writing, social studies, and science? In what ways is GT Teacher used as a resource to support classroom teachers?	What additional opportunities are available in/out side of school day?	How does MTSS include GT/advanced students?
	K	1	2	3	4	5				Clubs, Teams, Integrated STEM instruction, etc.	ID referrals, programming for ID & Talent Pool, etc.
<b>Taylor</b>	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet twice weekly for 45 minutes in literacy, math, and critical thinking						Every other Friday	October-November testing window for 2nd grade, All others during January-February testing window	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Challenge Island, Girls on the Run, Girls who code, Lego League,	MTSS team can collaborate concerning issues with behaviors, acceleration, GT referrals and with determines programming.
<b>Thunder Mtn</b>	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are very advanced. Students are pulled individually for literacy as needed	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet twice weekly for literacy and critical thinking	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet once weekly for 45 minutes in literacy, once weekly for 45 minutes in math, and critical thinking	GT Teacher provides support to classroom teachers in areas of content to help challenge students that are advanced. Small pull out groups meet once weekly for 45 minutes in literacy, once weekly for 45 minutes in math, and critical thinking. Individual ALP students are pulled outside intervention block time to meet specific needs			As needed before and after school, plan time, email, phone conversation, conferences	October-November testing window for 2nd grade, All others during January-February testing window	The GT teacher is available to provide extensions to learning depending on students needs. The GT teacher and classroom teachers work together to make sure that students are being challenged at the level they need.	Before school chess, Lego League, Girls on the Run	MTSS Scheduled on a as needed basis.
<b>Tope</b>	GT teacher available for consultation and resources as needed. Kindergarten classes receive two whole class lessons each month.	First grade classes receive two whole class PETS lessons each month. After first quarter, the weeks in between whole group lessons will be used for small group instruction with students who exhibited an aptitude for the concepts stressed within the lesson for the whole group. Groups are flexible and change to fit the needs of the students.	Second grade GT classes are every other week and Instruction consists of PETS, GT lessons, CogAT practice and readiness, and CogAT administration. After CogAT testing, small groups will begin. Groups are flexible and change to fit the needs of the students. there will be one group for ELA and one group for Math.	Support for Talent Pool and ALP students will be 40 min. 2X per week. One time is set aside for ELA goals and one time for Math ALP goals.			Collaboration can occur before school, during planning time, conferences, emails, or at LC's as needed.	For intermediate students that are new to the school testing will be the first week of September and again in the January window. For 2nd grade, CogAT is scheduled to happen during the October 16-Nov 10 window.	Teachers ask for extensions as needed. Also, PBL's are designed for entry at multiple levels of ability with opportunities for extended levels of thinking.	Additional Opportunities include: Student Council, STEAM Team, STEAM family night, Robotics and Coding, Lego League, STEM opportunities through EUREKA!, Girls on the Run, Elevate Running program, Music Performances, local theater.	GT Teacher supports talent development and referrals for identification in a variety of ways. Standardized testing scores, Bodies of Evidence, Teacher and Parent referrals, SIGS data, and CogAT data will be shared during MTSS, LC's, emails, and before school planning times to consider appropriate levels of support for students.
<b>Wingate</b>		I work in first grade classrooms for a whole class lesson from PETS every 5-6 weeks. The classroom teachers and I collaborate on which students have a strength in that area and set up groups to work with me for 5-6 weeks and then we change them.	Beginning of school year is cogAT preparation. After cogAT the teachers and I look at different data points, including cogAT and build groups from that. The groups work with me on PETS curriculum and additional thinking skills.	The emphasis is on using depth and complexity and weaving it in to all the work we do. We use a variety of resources including Byrdseed TV. We work in the GT classroom.	The emphasis is on using depth and complexity and weaving it in to all the work we do. We use a variety of resources including Byrdseed TV. We work in the GT classroom.	The emphasis is on using depth and complexity and weaving it in to all the work we do. We use a variety of resources including Byrdseed TV. We work in the GT classroom.	Mornings before students. Planning time. Fridays.	October November testing window. and other windows throughout the school year.	Math - Beast Academy and ALP goals. Provide teachers with resources if required. Younger children use Dreambox and/or Zearn. Reading support through ALP goals. It is also woven into the work in the classroom.	Lego league Recycling Club STEM and Robots	We especially use MTSS for students who we are looking at for general intelletc programing. We also use MTSS for exceptional students whose needs are out of the norm of even our GT students.
<b>Grand River Academy</b>											