

Webster City Schools

Project Explore Plan
(Talented and Gifted)

September 2010

Webster City Schools Program for TAG

Section 1 Chapter 12

Iowa Administrative DOE School Rules of Iowa

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate program that has high expectations for all students in Iowa.

12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

257.44 Gifted and talented children defined.

"Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children who have demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual ability.
2. Creative thinking.
3. Leadership ability.
4. Visual and performing arts ability.
5. Specific ability aptitude.

257.46 Funding.

1. The budget of an approved gifted and talented children program for a school district, after subtracting funds received from other sources for that purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district.
2. The remaining portion of the budget shall be funded by the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, multiplied by a district's budget enrollment. The thirty-eight dollar increase for the school budget year beginning July 1, 1999, shall increase in subsequent years by each year's state percent of growth. School districts shall annually report the amount expended for a gifted and talented program to the department of education. The proportion of a school district's budget which corresponds to the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, added to the amount in subsection 1, shall be utilized exclusively for a school district's gifted and talented program.
3. If any portion of the gifted and talented program budget remains unexpended at the end of the budget year, the remainder shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.

Webster City Community Schools

Proposed Program for TAG

Section 2. Target Population

Gifted and talented children are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children who have demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual ability
2. Creative thinking
3. Leadership ability
4. Visual and performing arts ability
5. Specific ability aptitude

Our primary focus at grades K-8 will be on those students who have high general intellectual ability, specifically those students who learn at a rapid pace, master high levels of content, and handle abstract concepts at a significantly higher level than expected for students of their chronological age and background. Students with visual and performing arts ability and/or specific aptitude ability will be given opportunities to enhance their giftedness through enrichment activities in the general classroom and/or informed of summer and other outside of school opportunities.

Throughout high school, Grades 9-12, the five areas of giftedness will be supported. Webster City High School's Project Explore provides a variety of relevant learning experiences to meet individual student needs and learning styles, and to challenge students of varying abilities and interests. Project Explore provides opportunities to help each identified student understand and accept his/her responsibilities to himself/herself and to others. Respect for differing/divergent viewpoints and opinions will be encouraged at all levels.

Section 3. Philosophy

The Webster City Community School's comprehensive gifted and talented program will provide its identified students with differentiated educational opportunities that are unique to their intellectual, cognitive, and affective needs in order to prepare them to be life-long learners with 21st century skills.

We believe that it is the responsibility of the school system to educate every child to the best of their ability, regardless of age, location, ethnic background, or economic circumstance. Being aware that there are students with great potential to the Webster City School system, it is essential to offer educational opportunities appropriate to the unique needs and abilities of the gifted and talented.

Research shows that special instruction and encouragement are needed in order to assure that gifted and talented students develop to their full capabilities. Without specialized instruction, the potential contributions that gifted and talented students can make to school and society is greatly limited. In a rapidly changing world such as ours, with its many complexities, gifted and talented youngsters can be a valuable resource for our society. As future “problem solvers and decision makers,” they must acquire the skills and strategies necessary to enhance creativity, to overcome problems, and to attain selected goals.

In addition to the high intellectual capabilities of the academically gifted child, they also have a basic desire to inquire, to seek, to test, to hypothesize, to understand, and to acquire knowledge far beyond that accepted as the norm in the regular classroom. If these needs are not met, the gifted and talented child may tend to become discouraged and frustrated.

These children also have a need to interact with their intellectual peers as well as their age mates of the regular classroom. They must acquire a positive view of themselves in order to function more effectively.

Section 4. Program Overview

Using a combination of instruction in the regular classroom/in the Project Explore classroom and consultation with regular classroom teachers, identified students will be involved in enrichment, differentiated instruction, and accelerative activities.

K-2 Students

Students, as identified by the classroom teachers, using classroom assessments, will receive “stretched learning”, in-depth and/or above grade level material in their intervention time in the classroom setting.

Grades 3-8

The program will include curriculum topics not included in the general curriculum as well as in-depth extension of the curriculum for all students. Activities will be designed to focus on processes such as creative problem solving, critical thinking, researching, and planning using technology and both teacher-created and commercial materials. The Project Explore teacher will bridge the gap with the regular classroom as well as coordinating and guiding the activities specifically designed for each student in the Project Explore classroom.

Grades 9-12

Project Explore at Webster City High School will provide and maintain a program to meet the cognitive and affective needs of gifted and talented students. The program will offer appropriate services, educational opportunities and differentiated curriculum for students who give evidence of high performance capability in specific academic areas, intellectual, creative, artistic or leadership areas. The teachers, counselors, coaches, and administrators of Webster City High School are all responsible for the identification of and educational opportunities for the talented and gifted students.

Individual student planning will be provided for the talented and gifted students by the high school counselors. Project Explore opportunities and activities will be available for the talented and gifted students to develop their abilities and/or potential.

Project Explore activities at the high school may include, but are not limited to the following:

- Students are encouraged to participate in appropriate postsecondary enrollment options program and/or concurrent course enrollment with the local community college.
- Students are encouraged to participate in appropriate extracurricular activities, clubs, job shadowing, projects, and organizations.
- Students and parents are encouraged to keep up to date on current TAG opportunities by checking the Iowa Talented and Gifted Association's website: <http://iowatag.org/index.html>.

Section 5 & 6 Program Goals, Objectives, Sample Activities and Evaluation (program standards, benchmarks, instructional strategies and assessment)

a. Student Outcomes:

Goal #1: To develop and utilize their intellectual and academic abilities to their fullest potential.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
1.1 The students will demonstrate an awareness and realistic view of their individual giftedness.	Affective-type activities: "Don't be the Leaf" activity "Quilt Maker's Gift" activity "Passions" activity	Completion and teacher observation Presentation Rubric
1.2 The students will demonstrate appropriate social and communication skills with peers and other members of society.	Demonstrate tolerance and respect for ideas and abilities different from his/her own.	Teacher Observation
1.3 The student will develop creative and critical thinking skills.	Brainstorming activities Informal and formal logic Creative Problem Solving	Knowledge and use of various strategies
1.4 The students will use research skills in self-directed learning using Big 6 Research Process.	Use various and appropriate sources of information, i.e. • Online Resources • Print Resources Activities include: • Famous Iowans • National Park Brochure • State Travelogue • Independent Study	Level, quality and difficulty of projects Checklist for completion of projects

Section 5 & 6 Program Goals, Objectives, Sample Activities and Evaluation (program standards, benchmarks, instructional strategies and assessment)

b. Curriculum and Instructional Strategies

Goal #1: To develop and implement a qualitatively differentiated district-wide program for the talented and gifted according to the unique needs, interests and abilities of the students.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
1.1 The students will be given opportunities to explore topics of interest not usually taught in the regular classroom.	Opportunities to practice processes of logic, research, defending a position, etc. Unit topics: Law, Architecture, Computer Programming, French, Computer Applications, Productive Thinking	Self evaluation in collaboration with Project Explore teacher. Tests/Assessments for each unit.
1.2 The students will be exposed to advanced levels of instruction based on the established benchmarks of the curriculum.	Reading Curriculum and Math Curriculum stretched learning activities Intervention Blocks Book Clubs	Benchmark Tests Unit Assessments

Section 5 & 6 Program Goals, Objectives, Sample Activities and Evaluation (program standards, benchmarks, instructional strategies and assessment)

c. Program Management and Administration

Goal #1: To provide inservice training related to gifted education tailored to the needs of each affected group (classroom teachers, administrators, Project Explore staff).

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
1.1 The staff will be provided with in-service and staff development opportunities to become more aware of the ways in which to meet the unique needs, interests and abilities of these students.	Helping teachers become aware of the characteristics and needs of the gifted. Communication with teachers Staff meetings Team meetings	Involvement of the staff in implementing such activities: Feedback from staff
1.2 The staff of the talented and gifted program will be provided professional leave to attend appropriate workshop and conferences.	Attendance at the Iowa Talented and Gifted State Conference. AEA sponsored workshops and meetings.	Sharing of information to the staff of the district.

Goal #2: To ensure coordination within the Project Explore program and with the regular classroom.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
2.1 Classroom teachers and Project Explore staff will meet to plan and design appropriate instruction.	Attendance in grade level and departmental team meetings when possible.	Staff Feedback
2.2 The Project Explore staff will meet on a regular basis to discuss, plan and continue to develop the program's effectiveness.	Team Meetings <ul style="list-style-type: none"> • Discussion of specific issues and concerns relating to the Project Explore program. • Plan in-services and meetings • Share ideas and instructional strategies 	A schedule time to accomplish this objective. Submitted minutes of the meeting.

Section 5 & 6 Program Goals, Objectives, Sample Activities and Evaluation (program standards, benchmarks, instructional strategies and assessment)

c. Program Management and Administration

Goal #3: Ensure free information flow among public, staff, and students.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
3.1 To provide information to parents and the general public about Project Explore.	Web site Open Houses Conferences	Attendance of the open houses and conferences
3.2 To provide information to students on activities available outside of the district.	Information of camps and conferences <ul style="list-style-type: none"> • Participation in the Iowa Talent Search, etc. • OPPTAG • WINGS • Academic competitions 	Listing of those students who have participated in such camps and/or conferences. <ul style="list-style-type: none"> • Recognizing the results and accomplishments of those students involved.

Goal #4: To provide a learning atmosphere which will enable the gifted students to develop and utilize their potential.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
4.1 Students will interact with age mates of similar cognitive ability	Flexible grouping within the regular classroom Grouping within the Project Explore classroom	Students meet on a regular basis Student Feedback

Section 5 & 6 Program Goals, Objectives, Sample Activities and Evaluation (program standards, benchmarks, instructional strategies and assessment)

d. Program Development

Goal #1: Establish an evaluation plan that systematically provides feedback on the effectiveness of each component or Project Explore.

OBJECTIVES	SAMPLE ACTIVITIES	EVALUATION
1.1 To review and revise the identification, screening, and placement procedure.	Review and refine the identification procedure	Rewriting the plan as needed
1.2 To review and revise the goals and objectives of the program.	Develop questionnaires	Feedback from the questionnaires
1.3 To review and revise instructional materials and methods.	Classroom teachers, Project Explore staff will review and revise instructional materials and methods as needed.	Feedback from classroom teachers, Project Explore staff, and students

Section 7. Identification Procedures

The following are the student characteristics according to the District's definition of general intellectual ability:

1. The students learn basic skills more quickly and with less practice than the general population.
2. They often read a great deal and have extensive vocabularies.
3. They are better able to think abstractly than their age-mates.
4. They are interested in cause and effect; are very curious.
5. They are better able to study independently.
6. They enjoy complexity and analytical thinking.
7. They express themselves well.
8. They are able to respond and relate well to adults.
9. They are keen and aware observers; often able to see things from a different perspective than their age-mates.

Elementary:

Multiple criteria for all students in grades 2, 3, and 4 are analyzed each spring and fall by the elementary Project Explore instructor for possible placement into the program. All students scores are analyzed again prior to 5th grade. All new student's records are checked to see if they have been in a program elsewhere or if their scores qualify them. Identification is ongoing as new test results become available.

Multiple criteria include:

- Iowa Tests of Basic Skills (reading, language and math) approximately the 92nd Iowa Percentile Rank and/or the 96th National Percentile Rank.
- Measures of Academic Progress (reading, language and math) with the corresponding RIT score approximately at or above the 90th National Percentile Rank.
- Teacher Recommendation, including Everyday Math unit scores and Reading Streets unit scores and the Renzuli scales, are also used.

Letters are sent to each of these students' parents for approval to be in the Project Explore program.

All parent and/or teacher requests for consideration are examined.

K-2 students, as identified by the classroom teachers using classroom assessments, will determine who receives stretched learning through intervention time.

Section 7. Identification Procedures

Middle School:

Multiple criteria for incoming 5th graders are analyzed by the Middle School Project Explore instructor for possible placement into the program. All students' scores are analyzed again prior to 7th grade. Records of each new student are reviewed to see if he/she has been enrolled in a program at a previous school and/or if the student's scores qualify him/her for our program. Identification is ongoing as new test results become available.

Multiple criteria include:

- Iowa Tests of Basic Skills (reading, language and math) approximately the 92nd Iowa Percentile Rank and/or the 96th National Percentile Rank.
- Measures of Academic Progress (reading, language and math) with the corresponding RIT score approximately at or above the 90th National Percentile Rank.
- Teacher/Team Recommendation

Letters are sent to each of the new student's parents for approval to be in the Project Explore program.

All parent and/or teacher requests for consideration are examined.

High School

8th grade students that were in Project Explore will remain in the program during their freshman year.

10th, 11th and 12th grade students will be identified as talented and gifted using district assessment results from the Iowa Tests of Educational Development (ITED) and the Measures of Academic Progress (MAP). ITED are administered every February and MAP are administered in September and April of each school year.

To be identified a student must score at or above the 95th national percentile rank on the ITED Language, Reading, Math or Science, **and** at or above the 95th percentile rank in at least one of the same core areas on the most current MAP test (spring or fall).

Each fall after the MAP testing, the high school counselors will identify students for Project Explore and notify them and their parents.

For students demonstrating exemplary creative thinking, leadership ability, visual and performing arts ability and/or specific ability aptitude, teacher/team recommendations for Project Explore identification will be reviewed.

Section 8. Budget Expenditures

To be added by the administration

Elementary:

Project Explore Teacher Salary	\$ 17,815.92
Project Explore Teacher Benefits	\$ 5,347.93
Project Explore Supplies	\$ 500.00
Transportation	

Middle School:

Project Explore Teacher Salary	\$ 36,883.50
Project Explore Teacher Benefits	\$ 11,474.16
Project Explore Supplies	\$ 221.00

High School: *Our students would do the online AP courses offered.*

Advanced Placement Teacher Salaries	
Advanced Placement Teacher Benefits	
Advanced Placement Classroom for Dual Credit Courses	<u>\$ 38,484.49</u>
	\$110,727.00

Webster City Schools Budget for Project Explore Program

Amount received from State funding	<u>\$83,045.00</u>
Amount funded by the district	<u>\$27,682.00</u>
Total Budget	<u>\$110,727.00</u>

Section 9. Characteristics and Training of Key Program Personnel

Staff Utilization

The TAG staff will:

1. Meet the State of Iowa requirements for teaching TAG students*
2. Be student-centered; understands the psychological and educational needs of gifted students.
3. Be knowledgeable with standards and benchmarks curriculum development.
4. Be knowledgeable with tests and measurements as they relate to TAG students.
5. Possess skills needed to establish positive relationships with students, staff, and parents.
6. Possess oral and written communication skills needed to conduct parent conferences and work with staff members.
7. Demonstrate lifelong learning.

*Any teacher licensed in an instructional area before August 31, 1995 may teach in a TAG program at the level for which their license is valid. Anyone licensed after August 31, 1995 must hold the TAG endorsement.

Roles and Responsibilities of the TAG Staff:

The TAG staff will:

1. Identify talented and gifted students.
2. Implement the program of instruction.
3. Assist in the development of a schedule for identified students that allows for pull-out and consultation time.
4. Work in collaboration with regular education teachers.
5. Participate in the yearly review of the program.
6. Participate in Success Team (child study) meetings involving gifted students and/or students with specific aptitudes.
7. Communicate with parents on a regular basis.
8. Communicate regularly with other TAG personnel in the district.
9. Participate in the district's standards and benchmarks curriculum development.
10. Attend conferences, workshops, and courses in the talented and gifted area.
11. Serve as a consultant for high school staff members on an as needed basis.
12. Assist in the budgeting process.

Section 10. Evaluation

Evaluation of the Project Explore program in the district shall occur on an annual basis. An ongoing process concerning the administration, the parents, students, classroom teachers, and the TAG teacher/coordinator shall proceed with an annual request for an evaluation/survey. Each year those mentioned above shall be asked to fill out an evaluation form dealing with the effectiveness of the program. The purpose of the evaluation will be to gather and analyze data in order to improve the program. Information will be gathered concerning the following goals and objectives:

- Achievement of goals and objectives as stated in sections five and six.
- Effect of the program on the students
- Adequacy of the student evaluation procedure.
- Adequacy of the identification process.
- Relationship between the regular classroom and the TAG program.
- Assess attitudes towards the program.
- Content and sequence of instructional activities.
- Inservice of teaching staff.
- Effectiveness of TAG staff in meeting the needs of the gifted students.

Based upon data concerning the above aspects of the program, an evaluation team comprised of the Project Explore teachers, a classroom teacher, an administrator, and the AEA's TAG consultant, will analyze the information and make recommendations for the improvement of the TAG program.

Middle School Curriculum			
	1st Trimester	2nd Trimester	3rd Trimester
5	Creative Problem Solving	French	Computer Programming
	FROM THE MIDDLE		
6	Archaeology and Famous Iowans	French and Computer Programming	Medieval Times And From the Middle Writing & Editing
	FROM THE MIDDLE		
7	Architecture	Formal Logic	Law for Young Citizens
	FROM THE MIDDLE		
8	Mock Trial	Stock Market Game and Impressionism	Tom Sawyer and Passions (Research & Presentation)
	FROM THE MIDDLE		

PROJECT EXPLORE
Standards and Benchmarks
Grade 3

1. Develops and utilizes their intellectual and academic abilities to their fullest potential.

- 1.1 Develops creative and critical thinking skills
- 1.2 Uses research skills in self-led learning (Big 6 Research Process)
- 1.3 Communicates effectively both verbally and in written work.
- 1.4 Understands how to select and apply the tools of technology.

2. Demonstrates appropriate awareness and social skills.

2.1 Demonstrates an awareness and realistic view of their individual giftedness.

Units Presented

Getting to Know You Activities

ABC It's Me Activity 1.1, 1.3

Microsoft Publisher 1.4

National Park Brochure (Big 6 Research Process) 1.1 , 1.2, 1.3, 1.4

Write letters to parks 1.1

Research different parks using different resources: websites, book, online encyclopedia, information received from the park letters 1.2

Use Microsoft Publisher to create brochure 1.3, 1.4

Tour of the National Parks follow up activity 1.3

Color Poems 1.1, 1.3

Productive Thinking Skills 1.1, 1.3

Winter Productive Thinking Activity—Culminating Project for Productive Thinking Unit
1.1, 1.3

Logic Problems 1.1

M & M Math 1.1, 1.3, 1.4

Estimating, Counting, Graphing (using Excel), Percentage, Research

Pizza Math 1.1, 1.3, 1.4

Survey, Presentations, Math Problems of all different kinds, Graphing

“Don't Be the Leaf” Activity 2.1

2.1-Also dealt with throughout the year as needed

PROJECT EXPLORE
Standards and Benchmarks
Grade 4

1. Develops and utilizes their intellectual and academic abilities to their fullest potential.

- 1.1 Develops creative and critical thinking skills
- 1.2 Uses research skills in self-led learning
- 1.3 Communicates effectively both verbally and in written work.
- 1.4 Understands how to select and apply the tools of technology.

2. Demonstrates appropriate awareness and social skills.

2.1 Demonstrates an awareness and realistic view of their individual giftedness.

Units Presented

Getting to Know You Activities

Auto-Bio Poems 1.1, 1.3

Learning Styles Activities 1.1, 2.1

“Tomorrow’s Alphabet” Activity 1.1, 1.3

Microsoft Powerpoint 1.4

State Research Project (Using Big 6 Research Process) 1.1, 1.2, 1.3, 1.4

Create Powerpoint slide presentation about a state of their choice 1.2, 1.3, 1.4

Present presentation to their class 1.3

Bloom’s Toxonomy Unit 1.1, 1.3

Logic Problems 1.1

Create your own Math Game 1.1, 1.3, 1.4

“The Quilt Maker’s Gift” Activity 2.1

2.1-Also dealt with throughout the year as needed

Appendix

Project Explore Plan

September 10, 2010

Dear Parents,

Project Explore is an enrichment class in the Webster City Schools for those students who demonstrate high intellectual and academic ability. After reviewing MAPS test scores, Reading Streets assessments, and teacher recommendations and comments, we feel it would be appropriate for your child, _____, to participate in this program.

The 3rd grade students meet every day, from 2:30-3:00 on Monday, Wednesday, and Friday. On Tuesday and Thursday, they will miss their afternoon recess and meet from 2:15-3:00. Project Explore is scheduled during Intervention Block so they will not be missing instructional time in their classroom. We will be meeting in the media center.

The curriculum in Project Explore focuses on technology, research skills, creative thinking, critical thinking, writing, reading, and math skills.

The program is completely voluntary and is an attempt to offer a new challenge for students who have met the criteria. If you choose to have your child participate in Project Explore this year, your child will participate in this program for at least two years (3rd and 4th grades) unless there are concerns expressed by your child, by you as parents, or by the classroom teachers. Of course, if concerns are expressed, we would have a meeting to determine appropriate changes, etc. to best meet the needs of your child.

Students' achievement scores and teacher recommendations will again be reviewed prior to your child entering 5th grade, 7th grade, and entering high school. In this way, we can review the results from the prior years to determine if continued participation in Project Explore will benefit your child.

Please fill out the form below and return it to me by Friday, Sept. 17. I will start meeting with the kids on Monday, September 20th. I must have your signed form before your child will be allowed to participate. If you have any questions, please call me at 832-9245 or email me at jpapel@webster-city.k12.ia.us. I look forward to working with your child!

Julie Pagel
Project Explore teacher

___ I give my permission for _____ to participate in Project Explore .

___ I do not wish to have _____ participate in Project Explore at this time.

(parent's signature)

(date)

September 10, 2010

Dear Parents,

Project Explore is an enrichment class in the Webster City Schools for those students who demonstrate high intellectual and academic ability. After reviewing achievement test scores (ITBS), MAPS test scores, Reading Streets assessments, and teacher recommendations and comments, we feel it would be appropriate for your child, _____, to participate in this program.

The 4th grade students meet every day, from 12:50-1:40. Project Explore is scheduled during Intervention Block so they will not be missing instructional time in their classroom. We will be meeting in the media center.

The curriculum in Project Explore focuses on technology, research skills, creative thinking, critical thinking, writing, reading, and math skills.

The program is completely voluntary and is an attempt to offer a new challenge for students who have met the criteria. If you choose to have your child participate in Project Explore this year, your child will participate in this program for at least two years (3rd and 4th grades) unless there are concerns expressed by your child, by you as parents, or by the classroom teachers. Of course, if concerns are expressed, we would have a meeting to determine appropriate changes, etc. to best meet the needs of your child.

Students' achievement scores and teacher recommendations will again be reviewed prior to your child entering 5th grade, 7th grade, and entering high school. In this way, we can review the results from the prior years to determine if continued participation in Project Explore will benefit your child.

Please fill out the form below and return it to me by Friday, Sept. 17. I will start meeting with the kids on Monday, September 20th. I must have your signed form before your child will be allowed to participate. If you have any questions, please call me at 832-9245 or email me at jpgael@webster-city.k12.ia.us. I look forward to working with your child!

Julie Pagel
Project Explore teacher

___ I give my permission for _____ to participate in Project Explore .

___ I do not wish to have _____ participate in Project Explore at this time.

(parent's signature)

(date)

PROJECT EXPLORE

Dear Parents,

Project Explore is an enrichment class in the Webster City Schools for those students who demonstrate high intellectual and academic ability. After reviewing achievement test scores (ITBS), MAPS test scores, and teacher recommendations and comments, we feel it would be appropriate for your child, _____, to participate in this program.

The students meet by grade level, every other day, for one period in room #126. Fifth graders meet on days 1, 3, and 5 from 12:50-1:33 p.m.

The curriculum in Project Explore includes an emphasis on creative thinking, critical thinking and research skills, with a special unit of study each trimester. The topics are typically an extension of their core curriculum or something not offered in the regular classroom so as to broaden the students' experiences and knowledge. Students are in Project Explore during an intervention/enrichment period so they will not be missing instructional time in the core subjects.

The program is completely voluntary and is an attempt to offer a new challenge for students with high potential. If you choose to have your child participate in Project Explore, your child will participate in this program for at least two years (5th and 6th grades) unless there are concerns expressed by your child, by you as parents, or by the classroom teachers. Of course, if concerns are expressed, we would have a meeting to determine appropriate changes, etc... to best meet the needs of your child.

Students' achievement scores and teacher recommendations will again be reviewed prior to your child entering 7th grade and entering high school. In this way, we can review the results from the prior years to determine if continued participation in Project Explore will benefit your child.

Please fill out the form below and return it to me by Wednesday, Sept. 8th. If you have any questions please call me at 832-9220 or stop by the Middle School. I look forward to working with your child!

Mrs. Patsy Brock
Project Explore teacher

___ I give my permission for _____ to participate in Project Explore .

___ I do not wish to have _____ participate in Project Explore at this time.

(parent's signature)

(date)

PROJECT EXPLORE

Dear Parents,

Project Explore is an enrichment class in the Webster City Schools for those students who demonstrate high intellectual and academic ability. After reviewing achievement test scores (ITBS), MAPS test scores, and teacher recommendations and comments, we feel it would be appropriate for your child, _____, to participate in this program.

The students meet by grade level, every other day, for one period in room #126. Sixth graders meet on days 1, 3, and 5 from 12:00-12:40 p.m.

The curriculum in Project Explore includes an emphasis on creative thinking, critical thinking and research skills, with a special unit of study each trimester. The topics are typically an extension of their core curriculum or something not offered in the regular classroom so as to broaden the students' experiences and knowledge. Students are in Project Explore during an intervention/enrichment period so they will not be missing instructional time in the core subjects.

The program is completely voluntary and is an attempt to offer a new challenge for students with high potential. Of course, if concerns are expressed, we would have a meeting to determine appropriate changes, etc... to best meet the needs of your child.

Students' achievement scores and teacher recommendations will again be reviewed prior to your child entering 7th grade and entering high school. In this way, we can review the results from the prior years to determine if continued participation in Project Explore will benefit your child.

Please fill out the form below and return it to me by Friday, October 1st. If you have any questions please call me at 832-9220 or stop by the Middle School. I look forward to working with your child!

Mrs. Patsy Brock
Project Explore teacher

____ I give my permission for _____ to participate in Project Explore .

____ I do not wish to have _____ participate in Project Explore at this time.

(parent's signature)

(date)

October 2010

Your student has qualified for WCHS's Project Explore! It is our hope for Project Explore to meet the needs of every student in the program.

As we prepare for this school year's Project Explore, we need some information from your student.

What career cluster/clusters are you most interested in at this time? (Please check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Agriculture, Food and Natural Resources | <input type="checkbox"/> Architecture and Construction |
| <input type="checkbox"/> Arts, Audio-Video Technology and Communications | <input type="checkbox"/> Education and Training |
| <input type="checkbox"/> Business, Management and Administration | <input type="checkbox"/> Health Science |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Hospitality and Tourism |
| <input type="checkbox"/> Government and Public Administration | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Human Services | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Law, Public Safety, Corrections and Security | |
| <input type="checkbox"/> Marketing, Sales and Service | |
| <input type="checkbox"/> Science, Technology, Engineering and Mathematics | |
| <input type="checkbox"/> Transportation, Distribution and Logistics | |

What is your career plan/goal at this time _____

What special interest topics would you like to get more information about during this school year?

What are you going to do during this school year to develop your talent and/or giftedness?

We have read and understand Webster City High School's Project Explore information.

Student (please print): _____

Student signature: _____

Parent/Guardian (please print): _____

Parent/Guardian signature: _____

Please return this form to the High School Counseling Office by Friday, October 29th.

TO: Third Grade Teachers
FROM: Julie Pagel
DATE: September 9, 2009
SUBJECT: Project Explore

The Project Explore program has concluded its initial list of eligible students for the 2009-2010 school year. The list of students who have qualified at this time are listed below. I will be looking at the Fall MAP scores to see if there is anyone else that we should be considering at this time.

Eligibility was based on data from the Spring 2009 Measure of Academic Progress (MAP) test scores for Reading, Language Arts, and Math. The guidelines used for MAPS were set based on what NWEA says gifted RIT scores are. The students who have qualified at this time meet two out of three of these scores.

MAP Reading RIT 208
MAP Language RIT 208
MAP Math RIT 209

Project Explore will meet every day for the whole year. Project Explore students will have class every day from 2:30-3:00. We will be meeting in the Media Center. I have attached a schedule for you.

This is my seventh year teaching Project Explore. I will be focusing on technology, research skills, creative thinking, writing, math, and reading skills. I have enclosed a list of my standards and benchmarks and the units that I teach so that you have an idea of what will be taught in Project Explore. If you have any other ideas or units that you think might be beneficial to these students or part of an enrichment program that goes along with your program, please come and talk to me. I am open to new ideas so that I can provide a positive experience for the students.

I plan on beginning Project Explore classes on Monday, September 14. I must have a student permission form returned before they can come to class.

If I can be of any assistance with Intervention Blocks or working with individual students, please let me know. I have a lot of books with enrichment activities that may be useful to you also. Just come and talk to me when you get a chance. I am located in the Media Center and arrive at Sunset around 12:45 and will usually end my day here. If you want to set up a time to meet and talk, just email me.

If you have any other questions or concerns, please let me know.

Students who qualified for Project Explore are

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MAP Reading	90%	ITBS Iowa Percentage	92%	For all subjects
MAP Language	90%	ITBS National Percentage	96%	For all subjects
MAP Math	90%			

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