

2019

The Dayton Regional

**S T E M**

School

[www.daytonstemschool.org](http://www.daytonstemschool.org)

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This document includes the identification and service plan for The Dayton Regional STEM School during the 2019-20 school year.

# The Dayton Regional STEM School

## Commitment to Education

"The Mission of the Dayton Regional STEM School is to prepare students with the skills necessary to compete in the global economy while nurturing in our young people the same enthusiasm for discovery, invention, and application that launched the vision for powered flight. This Mission is inspired by the Dayton region's history, and is aimed at ensuring our community's future success."

Gifted students' intellectual capacity, rate of learning and potential for creative contributions demand experiences apart from, but connected to, the regular classroom. The Dayton Regional STEM School is charged with the responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

- Based on students' learning needs, appropriate types and levels of acceleration and enrichment will be offered in grades 6<sup>th</sup>-12<sup>th</sup>. These opportunities will be evaluated each year and adjustments made based on students' learning needs.
- Design, develop, and implement high quality curriculum that is supported by research-based models appropriate for gifted students. This curriculum is aligned with and extends the regular classroom curriculum.

# Identification:

The Dayton regional STEM School uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07.

## Superior Cognitive Ability—

- **Naglieri Nonverbal Abilities Test 3 (NNAT3):** *Whole grade screening 6<sup>th</sup> grade*
  - Screening score: 93-94 NPR
  - Identification: 95 NPR
- **Cognitive Abilities Test (Form 7/8):** 6<sup>th</sup> -12<sup>th</sup> by referral
  - Screening score: above 126
  - Identification: 127 or higher
- **Wechsler Intelligence Scale for Children-V (WISC-V):** 6<sup>th</sup> -12<sup>th</sup> by referral
  - Screening score: 126
  - Identification: 127
- **Woodcock-Johnson IV (WJ IV) Tests of Cognitive Abilities:** 6<sup>th</sup> -12<sup>th</sup> by referral
  - Identification: 127

## Specific Academic Ability—

- **NWEA MAP–** Common Core State Standards Alignment, complete Reading and Math only: *Whole grade screening in 6<sup>th</sup> -10<sup>th</sup> grades*
  - Two administrations per year: fall and spring
  - Identification: 95-99 PR
- **ACT Assessment Program (AAP):** *11<sup>th</sup> grade Whole grade screening, Spring testing*
  - Identification: 95-99 PR Reading, Math and Science
- **Iowa Assessments (Form E) Complete Battery:** 6<sup>th</sup> -12<sup>th</sup> by referral and rescreen
  - Identification: 95-99
- **Woodcock-Johnson IV (WJ IV) Tests of Achievement:** 6<sup>th</sup> -12<sup>th</sup> by referral
  - Identification: 127

## Creative Thinking Ability—

- **Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS):** 6<sup>th</sup> -12<sup>th</sup> by referral
  - Identification: Raw Score-51
- **Torrance Tests of Creative Thinking (TTCT):** figural and/or verbal
  - *Whole grade screening:* qualifying cognitive score on NNAT3 (6<sup>th</sup> grade-109)
  - Identification: 95 PR

## Visual and Performing Arts—

- Gifted and Talented Evaluation Scales-2 (GATES-2): 6th-12<sup>th</sup> by referral
  - Dance ONLY (checklist of artistic behaviors component)
  - Identification: 111
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS): 6th-12th by referral
  - Artistic Characteristics, part V: Raw Score-61
  - Musical Characteristics, part VI: Raw Score-39
  - Dramatics Characteristics, part VII: Raw Score-57
- ODE Rubric of Performance Portfolio
  - *Additional Notes regarding Identification:*  
<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Visual-and-Performing-Arts-Identification>

# Service Model—2019-2020

## Gifted Programming at Grades 6<sup>th</sup> -12<sup>th</sup>:

It is recommended to building administrators ensure students identified as Gifted are clustered appropriately in groups of 3-8 students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.

Eighth grade Algebra I acceleration plans will be written annually in collaboration with the Gifted Supervisor and the teacher of record.

Students in grades 9<sup>th</sup> -12<sup>th</sup> have the opportunity to choose from a variety of ODE accepted courses such as College Credit Plus, AP, and Honors.

CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor using the course syllabus as a guide for the goal of course completion.

## Service Documentation:

Gifted students will have records annually provided by a qualified service provider that outlines their services and set specific goals to be achieved over the course of the year to ensure growth and enrichment.

### Written Education Plan Timeline:

- Initial WEPs will be completed and sent out by November 2019.
- Mid-Year Evaluations of WEPs will be completed and sent out by February 2020.
- End-of-Year Evaluations of WEPs will be sent home with final grade cards.

## **Additional Notes:**

\*Acceleration should always be of consideration when determining most appropriate service options for individual students. This should include both subject and grade acceleration. It is recommended the coordinator of gifted programming communicates with the various preschool educators/ facilities regarding early-entrance, etc. The acceleration policy should be shared with district staff members.

\*The number of students identified each year should be considered and services adjusted to meet the needs of the population.

\*The social/ emotional component of working with gifted students is critical and should not be overlooked. Counselors must work together (with the classroom teacher when appropriate) to ensure the social/ emotional needs are met.

\*Students who have dual exceptionalities are to be offered appropriate services in accordance to the area(s) of identification and offered these opportunities in an equitable manner.

\*Parents may decline services for their student on an annual basis and must have appropriate documentation on file for the student.

\*High school juniors and seniors that are identified in social studies and have completed their graduation credits are encouraged to take a course that aligns with their identification however are not required.