**Project RAP Sustaining the Vision Plan**

**May 2018**

**Mission Statement: To create a distinctive school where diversity, learning, and leadership are developed and celebrated by tapping into collective strengths that each family, student, and staff member contributes (Watson Lane Elementary)**

**Strategic Action: To continue finding talent after Project RAP ends**

**Action Items**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategic Initiative: Recognize and identify talent, especially in underrepresented populations at Watson Lane Elementary** | | | | | |
| **Action** | **Responsible Party** | **Timeline** |  | **Other Action Items** | |
| **Universal screening:**  Measures of Academic Progress for Primary Grades (MAP) in Math and Reading | * Principal * GT leads * Classroom teachers * Personnel overseeing testing | May 2018  (fall 2018 for kindergarteners) | * Administer MAP in Reading and Math * Using local norms, identify top performers in each grade | |
| **Universal screening**: Nonverbal measure such Naglieri Nonverbal Abilities Test 2nd ed. (NNAT-2) | * Principal * GT leads * Personnel overseeing testing | May 2018  (fall 2018 for kindergarteners) | * Administer assessment * Using local norms, identify top performers in each grade | |
| **Nontraditional measures:** Gifted Behaviors Rating Scale (GRBS) | * GT leads * Classroom teachers | Fall 2018 | * Provide professional learning to all school personnel on characteristics of gifted learners, specifically those from underrepresented populations * Train teachers to use GBRS (includes practicing with student work, test scores, etc.) | |
| **Nontraditional measures:** Response Lessons | * GT leads * Classroom teachers | Fall 2018 | * Train teachers how to administer response lessons (includes doing lesson as participant, modeling, and practicing teaching one) * Train teachers how to assess response lessons (includes practicing with student samples and using GBRS language) * Determine which response lessons will be taught per grade levels * Teachers use two response lessons in classrooms (ideally have another person in room to assist) * Teachers assess response lessons making notations to add to GBRS | |
| **Selection** | * Principal * GT leads. * Possible Talent Committee (principal, GT lead, teachers representing grades, etc.) * Classroom teachers | Spring 2019 for 2019-2020 school year | * Teachers submit student portfolios consisting of GBRS, response lessons, student work, anecdotal notes, test scores, etc, to GT lead or committee * Using local norms, select students with promise of potential or demonstrated/ potential achievement | |