

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	<ul style="list-style-type: none"> Principal GT leads Classroom teachers Personnel overseeing testing 	May 2018 (fall 2018 for kindergarteners)	<ul style="list-style-type: none"> Administer MAP in Reading and Math Using local norms, identify top performers in each grade
Universal screening: Nonverbal measure such Naglieri Nonverbal Abilities Test 2 nd ed. (NNAT-2)	<ul style="list-style-type: none"> Principal GT leads Personnel overseeing testing 	May 2018 (fall 2018 for kindergarteners)	<ul style="list-style-type: none"> Administer assessment Using local norms, identify top performers in each grade
Nontraditional measures: Gifted Behaviors Rating Scale (GRBS)	<ul style="list-style-type: none"> GT leads Classroom teachers 	Fall 2018	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> GT leads Classroom teachers 	Fall 2018	<ul style="list-style-type: none"> Train teachers how to administer response lessons (includes doing lesson as participant, modeling, and practicing teaching one)

			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Principal • GT leads. • Possible Talent Committee (principal, GT lead, teachers representing grades, etc.) • Classroom teachers 	Spring 2019 for 2019-2020 school year	<ul style="list-style-type: none"> • 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