GIFTED & TALENTED AND MCPS MAGNET PROGRAMS
OUTCOMES:

• Understand the Student Instructional Program Planning and Implementation (SIPPI) process

• Understand the difference between GT identification in 2nd grade and Centers for Enriched Studies (Formerly Highly Gifted Centers) testing in 3rd grade

• Understand the options available in middle school
Why SIPPI?

GT identification process

...accelerated and enriched curricula will be provided to all students who have capability or motivation to accept the challenge of such a program.

MCPS Policy
WHO IS SCREENED?

- All Grade 2 students
- Grade 3-5 students who are new to MCPS
- 3rd, 4th, or 5th grade students who have been recommended for re-screening (by parents and/or school staff)
CREATE A NEW VISION

It is not about a label. It is about...

- Access to opportunity—no gatekeeping, no barriers
- Equity in high expectations for all students
- Quality of a challenging instructional program

Access + Equity + Quality = Success
SIPPI PROCESS: 5 STEPS

1. **Gather Data**
   - Classroom Performance
   - Cognitive assessments
   - Parent & Staff Input
   - “What data best informs us about the whole child?”

2. **Committee Makes Decisions**
   - Instructional Recommendations
   - Identification
   - “What level of instruction is best for each child?”

3. **Articulation**
   - Developing Homeroom Rosters
   - “How do we ensure that every child is scheduled to best meet his or her instructional needs?”

4. **Communicate Decisions**
   - Parent Report
   - End of Year Report
   - “How do we help parents become partners in this process? How do we ensure the next grade level team plans with committee recommendations in mind?”

5. **Monitor Implementation**
   - Instructional Placement
   - Performance
   - “How do we know each child is receiving the recommended instruction?”

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- “How do we know each child is receiving the recommended instruction?”
- “What data best informs us about the whole child?”
- “What level of instruction is best for each child?”
- “How do we ensure that every child is scheduled to best meet his or her instructional needs?”
- “How do we help parents become partners in this process? How do we ensure the next grade level team plans with committee recommendations in mind?”
# STEP 1: GATHER DATA

## MULTIPLE CRITERIA FOR GT IDENTIFICATION

<table>
<thead>
<tr>
<th>Data Points</th>
<th>InView Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Math Levels</td>
<td>Analogies Subtest Sequencing</td>
</tr>
<tr>
<td>Teacher Survey</td>
<td>Quantitative Reasoning Subtest</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Verbal – Word Verbal Context</td>
</tr>
<tr>
<td>Staff Advocacy</td>
<td></td>
</tr>
</tbody>
</table>
STEP 2: GT COMMITTEE

• Includes principal, classroom teachers, and other staff in the building, such as ESOL teacher, resource teacher, reading teacher, counselor

• Collects and analyzes student data

• Makes recommendations for instruction based on data

• Makes decisions about identification based on data
STEP 3: ARTICULATION

How do we ensure that every child is scheduled to best meet his or her instructional needs?

Timeframe: May-early June

• Utilize committee instructional placement decisions and parent input to inform classroom placement decisions
STEP 4: COMMUNICATION

How do we help parents become partners in this process? How do we ensure the next grade level team plans with committee recommendations in mind?

Timeframe: June

- Translated parent communication in 7 languages about instructional decisions for the upcoming school year
- End of year reports and class listings for school personnel
STEP 5: MONITOR IMPLEMENTATION

How do we know each child is receiving the recommended instruction?

Timeframe: September-June

- Real-time data monitoring tools
- Ensure students are receiving recommended instruction
# CHARACTERISTICS OF THE HIGHLY ABLE STUDENT

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys a variety of reading materials.</td>
<td>Think logically and symbolically about quantitative, spatial, and abstract relationships.</td>
</tr>
<tr>
<td>Demonstrates verbal, analytical, persistent, and creative behaviors.</td>
<td>Reverse reasoning processes and switch methods in a flexible yet systematic manner.</td>
</tr>
<tr>
<td>Regularly broaches &quot;adult&quot; issues, asks critical questions, and has a breadth of information in advanced areas.</td>
<td>Grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and across content areas and real-life situations.</td>
</tr>
<tr>
<td>Possesses a large vocabulary.</td>
<td>Transfer learning to novel situations.</td>
</tr>
<tr>
<td>Manipulates abstract ideas and make connections more readily.</td>
<td>Take risks with mathematical concepts and strategies.</td>
</tr>
<tr>
<td>Is passionately interested in specific topics.</td>
<td>Work, communicate, and justify mathematical concepts in creative and intuitive ways, both verbally and in writing.</td>
</tr>
</tbody>
</table>
ACCESS TO OPPORTUNITY

- MCPS Curriculum 2.0 offers integrated approach
  - Critical and Creative Thinking
  - Thinking and Academic Success Skills

Travilah provides advanced level instruction to students with the ability, potential or motivation to perform at high levels.
ELEMENTARY PROGRAMS
(FOR IDENTIFIED GT STUDENTS)

• Gifted and Talented Services at All Schools

• Gifted and Talented, Learning Disabled

• Centers for Enriched Studies (formerly called Center for the Highly Gifted)- Cold Spring ES

• Primary Magnet Program (Grades 1 and 2 Takoma Park ES)
**TIMELINE**

<table>
<thead>
<tr>
<th>All Year</th>
<th>Provide opportunities through instruction for students to demonstrate potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec.</td>
<td><strong>GT/SIPPI-GT</strong> Screening for all second grade students and students who are new to MCPS or who will be rescreened</td>
</tr>
<tr>
<td>Feb.</td>
<td><strong>CES Program-</strong> Parent letter sent home explaining if their child is being considered and will take the test or if their child’s needs can be met at their home school (Travilah). Parents can request consideration.</td>
</tr>
<tr>
<td>Feb.</td>
<td><strong>CES Program-</strong> Testing for the Centers for Enriched Studies—third graders surface based on student performance in Semester 1 and benchmark data (by MCPS)</td>
</tr>
<tr>
<td>April</td>
<td><strong>GT/SIPPI-</strong> GT committee meets to analyze data, make instructional recommendations and identify students</td>
</tr>
<tr>
<td></td>
<td><strong>CES Program-</strong> Parents are notified by AEI of Center for Enriched Studies testing results</td>
</tr>
</tbody>
</table>
Centers for Enriched Studies and Magnet Programs

Cold Spring Elementary and Middle Schools

- Grade 3 & 5 students surface through MCPS criteria
- Centers for Enriched Studies (Coldspring) grades 4 and 5
- Magnet Programs grades 6 and up
- No applications mailed to 3rd and 5th grade students in September
- Letter containing further information sent to parents in February
- Centers for Enriched Studies Testing- February

Information about the CES can be found at:
5TH GRADE MAGNET INFO

• Selective Magnets:
• Parent Meetings
  • October 4th at 7:00 P.M. at John F. Kennedy High School
  • October 15th at 7:00 P.M. at Gaithersburg High School

• Deadline to notify school of their wish to have their child assessed:
  • October 19th

• Testing Window:
  • November 1st thru 30th

• Contact number:
  • 240-740-2540

• Consortia programs:
• Choice forms for Round 1 lottery due date: November 2nd
• Round 2 for those who missed November deadline is February 2019
• Choice forms may be accessed through the students Google account and then going to bit.ly/choiceMSMC
• Additional information: Montgomerycountypublicschoolsmd.org/schools/msmagnet
The Middle School Magnet Consortium (MSMC) is made up of three schools--Argyle, Loiederman, and Parkland middle schools--each of which offers an innovative and challenging magnet curriculum. Argyle focuses on advanced information technology, Loiederman offers a creative and performing arts focus, and Parkland provides students the opportunity to explore mathematics and science through aerospace technology and robotic engineering. All three schools offer advanced mathematics.
OPEN HOUSES

- Open houses will be held at each MSMC middle school in October. Open houses highlight the features of each school, beginning at 6:00 p.m., with a welcome and overview by the principal and other staff members.
- A. Mario Loiederman Middle School, Wednesday, October 3, 2018
- Parkland Middle School, Wednesday, October 17, 2018
- Argyle Middle School, Wednesday, October 24, 2018
OTHER TESTING BY GRADE LEVEL

• Kindergarten – MCLASS, MAP-P, MAP-RF, KRA
• First Grade – MCLASS, MAP-P, MAP-RF
• Second Grade – MCLASS, MAP-P, MAP-RF, InView
• Third Grade – MAP-R, MAP-M, CES testing (optional), PARCC
• Fourth Grade – MAP-R, MAP-M, PARCC
• Fifth Grade – MAP-R, MAP-M, MISA, PARCC