

JCPS GIFTED EDUCATION PLAN

MEETING THE NEEDS OF DIVERSE LEARNERS
FOR EQUITY AND DEEPER LEARNING



Kentucky Law governing Gifted Education:
KRS 157.200(1)(n) and 704 KAR 3:285

WHO IS CONSIDERED GIFTED?

Includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in 5 areas.

AREAS OF GIFTEDNESS

- + General Intellectual Ability
- + Specific Academic Aptitude (English, Math, Science, and Social Studies)
- + Visual and Performing Arts
- + Leadership
- + Creativity

GIFTED EDUCATION IN JCPS (WHERE WE ARE – SNAPSHOT)

- + Students are identified primarily in two gifted categories across the district.
- + Last year approximately 14,000 students identified GT
- + RAP, funded through the JAVITS grant, is in 10 Title I elementary schools.
- + A small number of teachers have completed GT endorsements.
- + A disproportionately low number of students of color are identified gifted.
- + CogAT is administered to all 3rd grade students.

GOALS (WHERE WE ARE HEADED)

Goal #1: Increase access and opportunities for gifted education in all 5 areas of giftedness.

Goal #2: Enhance gifted services through differentiated delivery models aligned to deeper learning goals.

Goal #3: Increase the number of students of color identified and receiving gifted services aligned to the Racial Equity Policy.

STRATEGIES (HOW WE WILL GET THERE)

- + Broaden the scope of gifted education to provide services in all areas of giftedness
- + Use additional assessments and tools to identify students
- + Apply special considerations for identifying students from underrepresented populations
- + Expand Primary Talent Pool identification and services to all elementary schools
- + Implement appropriate service delivery models to meet the needs of gifted learners

NEXT STEPS FOR IMPLEMENTATION

- + Teaching and Learning will make a budget request (January)
- + PD for school leaders, counselors, GCCs, and committees (Feb/March)
- + District communication plan crafted (March)
- + Professional learning for teachers (April – June – September)
- + Gifted micro-credential cohorts – 4 courses from National Association for Gifted Children (Dec–July cohort 1) & (July–Dec cohort 2)
- + SBDM policy in all schools (August)