

# 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
<b>Universal screening:</b> Measures of Academic Progress for Primary Grades (MAP) in Math and Reading	<ul style="list-style-type: none"><li>Principal</li><li>GT leads</li><li>Classroom teachers</li><li>Personnel overseeing testing</li></ul>	May 2018 (fall 2018 for kindergarteners)	<ul style="list-style-type: none"><li>Administer MAP in Reading and Math</li><li>Using local norms, identify top performers in each grade</li></ul>
<b>Universal screening:</b> Nonverbal measure such as Naglieri Nonverbal Abilities Test 2 <sup>nd</sup> ed. (NNAT-2)	<ul style="list-style-type: none"><li>Principal</li><li>GT leads</li><li>Personnel overseeing testing</li></ul>	May 2018 (fall 2018 for kindergarteners)	<ul style="list-style-type: none"><li>Administer assessment</li><li>Using local norms, identify top performers in each grade</li></ul>
<b>Nontraditional measures:</b> Gifted Behaviors Rating Scale (GBRS)	<ul style="list-style-type: none"><li>GT leads</li><li>Classroom teachers</li></ul>	Fall 2018	<ul style="list-style-type: none"><li>Provide professional learning to all school personnel on characteristics of gifted learners, specifically those from underrepresented populations</li><li>Train teachers to use GBRS (includes practicing with student work, test scores, etc.)</li></ul>
<b>Nontraditional measures:</b> Response Lessons	<ul style="list-style-type: none"><li>GT leads</li><li>Classroom teachers</li></ul>	Fall 2018	<ul style="list-style-type: none"><li>Train teachers how to administer response lessons (includes doing lesson as participant, modeling, and practicing teaching one)</li></ul>

			<ul style="list-style-type: none"> <li>• Train teachers how to assess response lessons (includes practicing with student samples and using GBRS language)</li> <li>• Determine which response lessons will be taught per grade levels</li> <li>• Teachers use two response lessons in classrooms (ideally have another person in room to assist)</li> <li>• Teachers assess response lessons making notations to add to GBRS</li> </ul>
<b>Selection</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• GT leads.</li> <li>• Possible Talent Committee (principal, GT lead, teachers representing grades, etc.)</li> <li>• Classroom teachers</li> </ul>	Spring 2019 for 2019-2020 school year	<ul style="list-style-type: none"> <li>• Teachers submit student portfolios consisting of GBRS, response lessons, student work, anecdotal notes, test scores, etc, to GT lead or committee</li> <li>• Using local norms, select students with promise of potential or demonstrated/ potential achievement</li> </ul>