Our Philosophy
“The Perry Community School District recognizes the need to provide added educational experiences for those students with outstanding abilities and potential for superior achievement.

The Perry Board of Education realizes that an effective public school program must be directed toward the common needs of all children, but must also consider the unique differences and needs of individual children. In light of this function, we recognize our responsibility to meet the needs of our gifted and talented students by providing them with appropriate educational opportunities. An appropriate gifted and talented program responds to the cultural and economic values of the district, accommodates the operating procedures and the norms of the district and fits the depth of learning and pace which gifted and talented students need.”

Program Overview
“The Perry Community School District has established the following goals for the TAG program:

1. To establish and provide a qualitatively differentiated program appropriate to the needs of gifted and talented students.
2. To encourage the fullest development of the gifted child’s intellectual ability.
3. To develop in the gifted child the skills for independent learning and research for the use of lifetime learning.
4. To enhance and/or maintain a realistic and healthy self-concept in each child.
5. To become aware of career opportunities available to the gifted and talented student.
6. To educate the faculty, parents, and community regarding the characteristics, needs, and appropriate curricular experiences for gifted and talented students.
7. To revise and strengthen evaluation and identification procedures that will measure program effectiveness and will lead to program improvement.”

Using the information from the 2006-2007 TAG Handbook listed above, the following program has been developed at the elementary.

In addition to the whole class enrichment activities the TAG facilitator also meets with Kindergarteners, First graders, and Second graders in small groups for reading for 1-2 30-minute periods every six-day cycle during their scheduled More (enrichment/remediation) time.

All students who participate in small groups and/or demonstrate outstanding ability during enrichment activities are invited to participate in Talent Pool during Third grade. Students continue to participate in the Talent Pool group throughout the year based on their performance in class work and assessments as well as their accomplishments on high level work in the TAG classroom.

- Reading Talent Pool – curriculum: The Private Eye School: More One-Hour Mysteries for the Classroom by Mary Ann Carr for grades 4-8. This curriculum excites and
motivates students to complete the challenging activities as they work to solve the mysteries. It develops both deductive and inferential reasoning skills.

- Math Talent Pool – curriculum: extension activities based on concepts being taught in the regular classroom. The purpose is to take the students deeper and farther in their learning of the daily math concepts.

All students in the Third grade are given the 4th grade Cognitive Abilities Test in the fall. The results are added to the information that has been gathered from whole class enrichment and Talent Pool activities. That information along with ITBS state percentile scores and anecdotal records from both the classroom teachers and TAG facilitators is used by the Identification Committee to determine which students will be invited to participate in the cluster groups in 4th grade. The students being considered for the TAG program are given identification numbers and the voting members of the committee are unaware of the identity of each of the candidates in order to eliminate bias. The Elementary Identification Committee consists of 2 elementary general education teachers, Director of Curriculum and Instruction, and the building principal. Our ELL staff also act as consultants during this process. When a student is invited to participate in the Elementary TAG Program their parents must sign a permission slip in order for the student to receive services. The student remains in the program until their parent signs them out of the program and/or agrees to a change in services. This policy is in place for the remainder of the student’s time in the Perry Community School District.

Fourth and Fifth grade gifted education programming:

- Math Cluster – The students who have been identified as having high academic potential in the area of math meet with the TAG facilitator for 60 minutes each day for math instruction. The TAG facilitator is their math teacher and gives them their grade for math. The TAG facilitator meets with the student’s parents a minimum of twice a year to discuss the student’s progress in math. The students are taught the same concepts as their peers in the regular classroom (ITBS grade level Road Map is followed and Every Day Math curriculum is used) but the curriculum is differentiated based on their ability to learn more quickly and understand the more abstract concepts. The pacing is faster and the enrichment and additional materials are more challenging. We also work on organization, independence, and time management. Technology is also integrated into the curriculum as needed.

- Reading Cluster – The students who have been identified as having high academic potential in the area of reading meet with the TAG facilitator for 75 - 90 minutes each day for reading instruction. The TAG facilitator is their reading teacher and the student receives their reading grade from them. The TAG facilitator meets with the student’s parents a minimum of twice a year to discuss the student’s progress in reading. The students are taught the same concepts as their peers in the regular classroom (ITBS grade level Road Map is followed) but the curriculum is differentiated based on their learning style and ability to learn more quickly. The pacing is faster and the format is different from the regular classroom based on the educational needs of the students. We also work on organization, independence, and time management.

4th Grade – This is a novel based curriculum. All of the ITBS skills are taught with materials developed by the TAG facilitator using the contents of each novel. The student reads the novel daily, completes skill activities, and discusses their learning in class each day. At the completion of the novel, the students brainstorm projects dealing with nonfiction topics that
they are interested in that were included in the novel. The learner researches one of the brainstormed topics using the internet and print resources of their choice and then writes a one-page typed paper about that topic. They also create a visual aid (PowerPoint slide show, display board, poster, scrapbook, game, etc.) to be displayed during the presentation of their paper to their classmates. In addition to their novels, the learners also read about and discuss the current events in 2-3 Weekly Readers each month. The reading units are listed below:

- **The Pinballs** by Betsy Byars – reading level ages 9-12 - acceptance of others, family, friendship, resilience (when life gets tough, you just have to work harder).
- **Chasing Vermeer** by Blue Balliett – reading level ages 9-12 - deductive reasoning, inferential reasoning, art, math, jumping to conclusions, acceptance of others, decision making.
- **Number the Stars** by Lois Lowry – reading level ages 9-12 - prejudice, friendship, leadership, standing up for what is right.
- **Guardians of Ga’Hoole: The Capture** by Kathryn Lasky – reading level ages 9-12 - friendship, leadership, loyalty, family, decision making, problem solving.
- “I Have a Dream” speech by Martin Luther King, Jr. – reading level 9th grade - discrimination, prejudice, history – Civil Rights Movement, leadership, standing up for what is right, vocabulary.
- **Maniac Magee** by Jerry Spinelli – reading level ages 9-12 – prejudice, family, homes, uniqueness, grief, and problem solving.
- **The Revenge of the Shadow King** by Derek Benz and J.S. Lewis – reading level ages 9-12 - Deductive and inferential reasoning, problem solving, leadership, friendship, risk taking, vocabulary.

**5th grade**- This is a novel based curriculum. All of the ITBS skills are taught with materials developed by the TAG facilitator using the contents of each novel. The student reads the novel daily, completes skill activities, and discusses their learning in class each day. At the completion of the novel, the students brainstorm projects dealing with nonfiction topics that they are interested in that were included in the novel. The learner researches one of the brainstormed topics using internet and print resources of their choice and then writes a two-page typed paper about that topic. They also create a visual aid (PowerPoint slide show, display board, poster, scrapbook, game, etc.) to be displayed during the presentation of their paper to their classmates. In addition to their novels, the learners also read about and discuss the current events in Weekly Readers each month. The reading units are listed below:

- **The Mysterious Benedict Society** by Trenton Lee – reading level ages 9-12 – Teamwork, leadership, responsibility, honor, loyalty, risk taking, honesty, and problem solving.
- **The City of Ember** by Jeanne DuPrau – reading level ages 9-12 - Problem solving, leadership, friendship, risk taking.
- **The Phantom Tollbooth** by Norton Juster – reading level ages 9-12 – Deductive and inferential reasoning, thinking skills, idioms, humor, lessons to learn, finishing what you start, conquering your fears, expectations, jumping to conclusions, problem solving.
- **Roll of Thunder, Hear My Cry** by Mildred D. Taylor – reading level young adult - Discrimination, prejudice, problem solving, risk taking, history, standing up for what is right, decision making.
The Homecoming by Cynthia Voigt – reading level young adult - family, choices, decision making, empathy, problem solving, leadership.

5th graders also receive spelling and vocabulary instruction from the TAG facilitator. The curriculum used for that is Vocabulary Ladders for grades 5-8 and the Story Town reading curriculum.

This concludes the summary of the services provided for the gifted and talented students at Perry Elementary. If you have any questions please contact:

Natalie Klawonn, K-5 TAG Facilitator, or Julie Tibbles, Title 1 Math & K-5 TAG.
515-465-5656