

**Gifted and Talented Programming Overview:**

**DSST Mission Statement:**

DSST Public Schools mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21<sup>st</sup> century.

**Gifted and Talented (GT) Vision Statement:**

Students who are identified as gifted and talented students will be supported to reach their potential academically, socially, and emotionally through access to high quality, data driven instruction and guidance in development by a staff advisor. Students will intentionally build skills based on their individual needs that will support them to be prepared for success in college and the 21st century.

**ALP Process:**

All students who are identified as GT will work with their teachers and advisors to create and Advanced Learning Plan (ALP) that sets goals for both affective growth and academic growth. Families will review the ALPs and give feedback for revision if needed. Advisors and content teachers will track student progress on ALP goals throughout the year and formally update the ALPs in Tri 2 and 3 with goal progress and determination of whether or not students achieved their goals.

**Student Identification:**

All 6th grade students are screened for gifted and talented through the NNAT 3 assessment given in September of each year. The screener is typically the first step towards identification as a gifted and talented student. Students who are not in 6th grade may still be identified through alternative pathways. These pathways must include assessment data that hits benchmarks determined by the Denver Public Schools (DPS) GT department. At this time, students who are transferring from other school districts are not automatically identified as Gifted and Talented in accordance to guidance from DPS. If a student transfers into DSST: Byers from another school district where he or she is identified as GT, it is recommended that families send the student's advisor their previous ALP. This will support in potential identification as students enter a new process through DPS, knowing that benchmarks for GT are not always consistent across school districts.

**Programming:**

We believe that integrated schools and classrooms help to develop all students academically, socially, and emotionally. Therefore, students will receive services

primarily through their advisor and strength area content teacher. Advisors will support students in tracking their progress through their affective and academic goals along with supporting students in connecting with extra curricular opportunities to support their development outside of the classroom. Content area teachers will use daily data and normed assessments to support determinations for differentiation and extensions.

Gifted and talented students are unique with unique strength areas and interests. Below is a sampling of some of the curricular and cocurricular offerings here at DSST: Byers that may align to strength areas and interests of a particular student who is identified as Gifted and Talented.

Curricular Offerings that may align to specific GT strength areas and interests:

Middle School	Digital Arts, Music, Advanced Supplemental Text Options in Reading, Data-based practices in all courses.
Prep Academy	Honors Physics, AP Chemistry, World History Honors Supplement, Math 2H, Algebra 2 Honors, Pre Calculus, Computer Programming, College Readiness
Senior Academy	Internship Program, AP US History, AP Calculus AB, AP Calculus BC, AP Physics, AP Biology, AP Chemistry, AP Spanish Language, AP Spanish Literature, AP English Language and Composition, AP Statistics, AP Literature AP Psychology, AP Computer Science, AP Music History, Independent Study, and a variety of elective options based on interest and staffing

Current Co-Curricular Offerings that may align to specific GT strengths areas and interests:

Middle School	Falcons without Borders Semantics Club Drama Club Band Choir Dungeons and Dragons Guitar More possible! Connect with Cassidy Grief to propose an
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	additional club offering.
Prep and Senior Academy	Student Equity Working Group, Peer Tutoring, Chess, LGBTQ Discussion, Women’s Studies/Forum Discussion, Student Government, Rock Climbing, Robotics (award winning), Honor Choir, Jewish Culture Club, BSA, Latinx, Asian Student Alliance, Student Government, and more! Connect with Cassidy Grief to propose an additional club offering.

Students are also able to develop their own co-curricular offerings based on interest. Students with ideas for co-curricular offerings should connect with their teacher or advisor to gain support in determining a family/community/staff sponsor to help develop a vision for the club and support with logistic. Creating a club is a great way to build leadership skills and address an area of giftedness. Students who are interested in starting a club can begin the process by reaching out to Cassidy Grief at [cassidy.grief@scienceandtech.org](mailto:cassidy.grief@scienceandtech.org) with a proposal and a potential sponsor (staff or community member).

**Affective Needs**

All students with an ALP will create goals to develop their social emotional skills along with their academic growth. Students will partner with their advisor to create and support goal areas. Common areas for development are around communication skills, perfectionism, motivation, and leadership. Student goal areas, however, are specific to the individual and may not align to the above categories. If students or families have concerns around affective needs growth, they should bring these concerns to the advisor, who can support with a plan of support. Students who are experiencing significant concerns should be connected with the grade level dean. The grade level dean will connect with our social work team to ensure they are getting the support necessary to continue their development and safety.

**Accelerating through course sequences**

Students in high school are able to request to accelerate course sequences. See our [Byers HS Guide to Accelerating Through a course Sequence](#) and our [College Success](#) page of our website.

On a limited basis, when a student's data is truly exceptional, students in middle school may be recommended to accelerate grade levels for a particular class. This process includes data analysis, teacher, student, and family recommendations before we would consider acceleration. Our historical data has shown that most students who have been accelerated in the past missed foundational skills when in later courses, so we thoughtfully make these decisions in a limited number of cases. If a student has been successful in single course acceleration and data suggests that whole grade acceleration would be beneficial for the student, that is also a possibility. Reach out to Amy Green with questions around the specific processes for acceleration data collection and decisions.

### **Targeted intervention**

House level teams regularly discuss students' needs during the care and concern portion of house meetings. During these discussions, students who have additional needs beyond what can be provided in the classroom are brought to team to develop a plan of support to student. Families who are having concerns should bring these concerns to advisors who can bring these needs to the grade level team.

### **Internship:**

All 11th grade students participate in a 10 week long internship program, giving them an opportunity to apply what they have learned to a real-world job they are interested in. See the [College Success](#) portion of our website for more information

### **College Placement:**

All DSST: Byers students are supported with personalized college placement planning through the advisory College Success curriculum and College Planning Seminar classes at every grade level in high school. Students also participate in college field trips every year in high school. Senior College seminar classes support students directly in applying for college admission and financial aid. Every year, students will meet one-on-one with their College Success Counselors to academically plan toward their college pathway. Starting in junior year, students and families will meet one-on-one with their College Success Counselors to formally make a college success plan.