

## T.A.R.G.E.T. Board Report October 11, 2021

There are currently seven middle school students and one elementary student in the Holden R-III T.A.R.G.E.T. program. T.A.R.G.E.T. classes are held every Tuesday. The middle school students meet for 2½ hours in the morning in the middle school library, and the elementary class meets for 2½ hours in the afternoon in Room #16 in the elementary building. Numbers of students by grade are:

- 1 in grade 5
- 1 in grade 6
- 4 in grade 7
- 2 in grade 8

Students participate in activities that promote critical and creative thinking skills. Most activities focus on the higher levels of Bloom's Taxonomy. Activities include but are not limited to:

**Thinkathon** – Students are given 3-5 minutes to work in teams to generate responses to a specific prompt. Students learn to communicate quickly, effectively, and without conflict. Every task requires students to think creatively. Tasks also help develop fluent, flexible thinking. Students are currently working on hypothesizing. A hypothetical situation is presented, and teams record as many responses as possible during the time limit.

**Old Photo Story Prompts** - Students are shown a copy of an unusual old photograph. They create individual stories to explain the photo. (Example: a 1950s photo of a movie theater filled with children wearing Mickey Mouse masks)

**Cooperative Stories** - Each student chooses a story title and begins writing a story. At the end of five minutes each student passes his or her story to the person on the right. This continues until every student has written a part of each story. Finally each person reads the finished story that he or she started.

**Solve It Yourself Mysteries** – Students listen to a short mystery story. Using clues from the story and testimonies of individuals in the story students must determine the perpetrator of the crime, how the crime was committed, and the motive. (This is a favorite.)

**Critical Thinking Lessons** – A variety of lessons are used to help students develop critical thinking skills.

**Logic Puzzles** – Students work to solve different types of logic puzzles that include toothpick puzzles, coin puzzles, sequencing puzzles, etc.

**Word of the Week** - Each week students are introduced to an unfamiliar vocabulary word. Most Words of the Week are taken from the SAT vocabulary list.

**Atlas Search** – Elementary students increase their knowledge of world geography through activities requiring them to use an atlas.

**Where in the World Is This?** - Students are shown pictures of buildings, monuments, ancient ruins, geological formations, etc., from locations around the world. They search to determine the city/country where the site is located and answer questions about the site. (Examples: Burj Khalifa, Ziggurat at Ur, Terracotta Warriors, Angkor Wat, "The Hunger Fork" )

The T.A.R.G.E.T. class also offers students the opportunity to study topics that are of interest to them. Students choose topics they personally want to study. They complete Action Plans to help guide their research. After students have gathered information about their topics of interest they must complete final products that incorporate what they have learned. Students then must present their final products to an audience. After individual presentations are completed students reflect on their projects, including the presentations, and evaluate themselves. Their T.A.R.G.E.T. classmates also evaluate the presentation and provide feedback.

Sometimes a group topic is chosen by the teacher. Middle school students are currently learning about the stock market in preparation for participating in the Stock Market Game. Students have developed a basic understanding of stocks, bonds, mutual funds, stock quotes, saving vs. investing, risk tolerance, diversification, sectors, causes of changes in stock prices, the value of research before trading, etc. Two teams will be competing in the Stock Market Game beginning October 4th through December 10th. Each team will have \$100,000 to invest. Team portfolios will be evaluated at the end of the gaming period. If you have any hot stock tips please let us know!

The elementary student is currently doing research on Rube Goldberg and his contraption sketches. The student has begun a contraption sketch of his own and is making plans to build it with materials from the classroom. His goal is to put a lid on a plastic shoebox.

We have been unable to take a field trip the past two years. I would like to take the students to the newly remodeled Truman Library in the spring if we are able to do so.

The book cover features a bold, geometric design. It consists of a central white rectangular area where the title is located. This white area is framed by a thick yellow border. Within this yellow border, there are two horizontal teal-colored rectangular sections. The top teal section is positioned above the title, and the bottom teal section is positioned below the author's name. The author's name is set against a black rectangular background that spans the width of the white title area.

# Gifted Report

Jennifer Mann



## **Current Classroom Report from TARGET teacher, Mrs. Robyn Sisk**

- Eight students participating in the program.
  - 1 in grade 5
  - 1 in grade 6
  - 4 in grade 7
  - 2 in grade 8
- Middle school classes meet for 2 ½ hours on Tuesday mornings.
- Elementary school class meets for 2 ½ hours on Tuesday afternoons.
- Students participate in activities that promote critical and creative thinking skills.
- Most activities focus on the higher levels of Bloom's Taxonomy:
  - Analyze
  - Evaluate
  - Create
- Often, students study topics of interest to them.
- Sometimes topics are chosen by the teacher.



## Current Selection Criteria Report

- Referrals:
  - Students may be referred by school staff, parents, or they may refer themselves.
  - Referral forms may be obtained in the office of each building.
- Screening:
  - When the referral is received, we look to see if most achievement scores are at the 90th percentile.
- Further Evaluation (must meet 3 of 4 criteria):
  - Score 125 on WISC-IV IQ test
  - Score between 95th-99th percentile on 3 of 4 cluster scores on WJ-IV achievement test
  - Score at 95th percentile or above on TOPS creative and critical thinking test
  - Score in the advanced category in one subject area of the MAP test
- Transfer Students:
  - Are accepted who transfer from another district.
  - Must agree with placement (along with parents).



## Proposed Selection Criteria Changes

**Goal: Find more students who qualify for TARGET and comply with state gifted requirements**

- Referrals:
  - Can be considered, but should not be required (see Further Evaluation below).
- Screening (grades K-8):
  - Score at or above 90th percentile (national norm) on iReady Reading and Math tests
- Further Evaluation (must meet 3 of 4 criteria):
  - Score at or above 95th percentile on WISC-IV IQ test
    - Full Scale or Index Scores
  - Score between 95th and 99th percentile on 3 of 4 cluster scores on WJ-IV achievement test
  - Score at or above 95th percentile on TOPS creative and critical thinking test
  - Score in the advanced category in one subject area of the MAP test or receive a referral
- Transfer Students:
  - Must meet or exceed the our district's selection criteria.
  - Must transfer from a program that addressed similar content.
  - Must agree with placement (along with parents).