

## XCEL

### **(Xavier Creates Extended Learning)**

**Vision:** Provide challenging and engaging learning experiences and opportunities for growth that enable all children with high intelligence, talent, and exceptional capacity to develop to their potential.

**Mission:** Our mission is to serve gifted, talented, and creative children of both genders and all cultural and socioeconomic groups in grades First through Grade 6. Eligibility for kindergarten students will be reviewed on an individual basis.

**Definition:** Iowa Code 257.44 Gifted and talented children defined.

"Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual ability.
2. Creative thinking.
3. Leadership ability.
4. Visual and performing arts ability.
5. Specific ability aptitude.

### **Program Goals**

1. To recognize the needs of advanced level learners and help them understand their needs, gifts, and talents, regardless of race, gender, or socioeconomic status.
2. To identify students with advanced gifts and talents through various assessment options and multiple criteria.
3. To provide challenging, engaging, and appropriately differentiated curriculum through multiple programming options to meet the unique needs of those students with gifts and talents.
4. To work with classroom teachers to provide a learning environment that meets the academic, social, and emotional needs of students with gifts and talents.
5. To provide professional development to all teachers and staff regarding evidence based best practices to meet the needs of students with gifts and talents.

**XCEL Identification Committee:** Curriculum Coordinator, Enrichment Coordinator, Principal, Counselor, Teacher Representatives

### **XCEL Identification Procedure:**

1. A grade level list will be generated from CLTs and forwarded to the XCEL committee.
2. Teachers will be asked to complete a checklist for each student who has met the MAP criteria, CogAT, and/or Iowa Assessments.
3. Teachers will then be given an opportunity to make additional recommendations to the XCEL committee.

### **XCEL Math and Reading Requirements**

#### **XCEL Identification Criteria: Kindergarten and 1<sup>st</sup> Grade**

1. Consistent MAP score 97% or higher in math or reading
2. TOMAGS test for math (score of 130 or higher)
3. Classroom assessments (running records, unit tests, daily work, observations, etc)
4. Teacher recommendations
5. Xavier Observation Inventory
6. Eligible kindergarten students will be reviewed on an individual basis.

\*Variations may occur and will be decided on an individual basis

#### **XCEL Identification Criteria: 2<sup>nd</sup> Grade**

1. Consistent MAP score of 95% or higher in math or reading
2. CogAT score of 125 or higher (verbal and quantitative)
3. TOMAGS test for math (score of 130 or higher)
4. Classroom assessments (running records, unit tests, daily work, observations, etc)
5. Teacher recommendations
6. Xavier Observation Inventory

\*Variations may occur and will be decided on an individual basis

#### **XCEL Identification Criteria: 3<sup>rd</sup> - 6<sup>th</sup> Grade**

1. Consistent MAP score of 95% or higher in math or reading
2. CogAT score of 125 or higher (verbal and quantitative)
3. Iowa Assessments scores of 95% or higher in math or reading
4. TOMAGS test for math (score of 130 or higher)
5. Classroom assessments (running records, unit tests, daily work, observations, etc)
6. Teacher recommendations
7. Xavier Observation Inventory

\*Variations may occur and will be decided on an individual basis

**Classroom Teacher Roles:**

1. Provide differentiated instruction in the classroom
2. Assess students and provide appropriate instruction in collaboration with the XCEL facilitator
3. Participate in the identification process
  - CLT data input
  - XCEL checklist
  - Provide documentation when needed
4. Collaborate with XCEL facilitator as needed
5. Parent communication

**XCEL Committee Roles:**

1. Provide continued support for the XCEL program
2. Collaborate with classroom teachers to identify strategies, instructional practices, and resources for gifted students within the classroom
3. Provide staff development
4. Facilitates and coordinate selection procedures
5. Assist with building implementation of XCEL
6. Monitor student progress
7. Create parent communication letters stating qualification requirements
8. Participate in program evaluation