

## The Highly Able Kindergarten Student

### Frederick County Public Schools

#### Rationale:

Students in a kindergarten class exhibit diverse abilities and performance levels, requiring the implementation of curricular and instructional modifications. Some kindergarten students perform at levels far beyond what is expected of the typical kindergartener. These students, called outliers, may constitute up to three percent of the total kindergarten population and are easily recognized through teacher observation and performance in the classroom. In any given year, a kindergarten class may not have any students who are outliers. In order to challenge outliers and help them reach their full potential, an action plan (see attached) should be prepared for each of these students.

#### Implementation Plan:

1. Teacher identifies outliers by the end of September as follows:
  - a. Refers to *Characteristics of Various Areas of Giftedness* and *Typical/Atypical Behaviors* (see [www.fcpsteach.org](http://www.fcpsteach.org), the Gifted and Talented link, Gifted Characteristics)
  - b. Observes student performance in the classroom
  - c. Analyzes results on a variety of informal and formal assessments
  - d. Observes student's interactions with others
2. Enrichment Team (consisting of kindergarten teacher, administrator, Central Office Gifted Specialist, and others as needed) meets to discuss a plan for the highly able kindergarten student.
3. Teacher develops the *Highly Able Kindergarten Student Action Plan* (see attached).
4. Teacher meets with parent/guardian to review and discuss action plan prior to implementation.
5. Parent/guardian signs action plan to authorize its implementation.
6. Teacher sends copy of signed action plan to the Office of Gifted and Talented Education.
7. Teacher and other personnel, as noted, implement action plan.
8. Enrichment Team monitors student progress, consults with parent/guardian, and makes adaptations to the plan as needed.

#### Possible Action Plan Strategies:

- To maximize the performance of the highly able kindergarten student, one or more of the following instructional approaches may be considered:
  - *Extension of the Essential Curriculum*, including implementation of learning centers and accelerating instruction beyond the kindergarten level
  - *Enrichment beyond the Essential Curriculum*, such as developing and applying research skills, utilizing technology, and using problem solving and logical reasoning skills
  - *Learning Activities Based on Student Interest*, using differentiation strategies such as learning contracts, higher-level questioning, tiered assignments, and guided independent projects
- Multiple resources and the collaboration of personnel are required for successful implementation of the above action plan strategies, which can be accomplished through one or more of the following:
  - Flexible grouping
  - Cluster grouping with other highly able kindergarten students
  - Accelerated placement for a specific academic area (e.g. placement in a first grade reading group)
  - Resource support from central office gifted specialist, Renzulli Resource Teacher, reading specialist, media specialist, Coordinator for Minority Student Achievement, math/science facilitator, etc.
  - Support from mentors (parents, business/community members, older students, etc.)

**Highly Able Kindergarten Student  
Action Plan**

Child's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Telephone H: \_\_\_\_\_ W: \_\_\_\_\_

Enrichment Team members in attendance to discuss plan:

____ Administrator	____ Kindergarten Teacher
____ Reading Specialist	____ Media Specialist
____ Central Office Gifted Specialist	____ Other _____

**Action Plan Strategies**

**Who**

**What**

**When**

~~~~~  
I have met with school personnel to discuss the above action plan and authorize its implementation for my child. I understand that future meetings may be held for periodic review.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_