

NEW WAVERLY INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

The mission of New Waverly ISD, in collaboration with families and community, is to facilitate experiences that prepare all students to become productive citizens.

PROGRAM MISSION STATEMENT

The Gifted and Talented Program is designed to encourage gifted and talented students to initiate, explore, implement, and evaluate through the mediums of independent study and research projects on topics of personal and academic interest. The curriculum will enable students to use higher level thinking skills such as analysis, synthesis, and evaluation. The program will also assist gifted and talented students to understand and respect their special abilities and better cope with others in society.

NEW WAVERLY INDEPENDENT SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, AGE, SEX, OR HANDICAP.

STATE OF TEXAS DEFINITION:

Adopted by the Texas Legislature, June 1995

“Gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. exhibits high performance capability in an intellectual, creative, or artistic area;
2. possesses an unusual capacity for leadership; or
3. excels in a specific academic field.

NEW WAVERLY INDEPENDENT SCHOOL DISTRICT DEFINITION

The New Waverly ISD Gifted and Talented Program provides a differentiated curriculum designed to benefit identified students who exhibit exceptional intellectual strengths and abilities in combination with any of the following:

- General intellectual ability
- Aptitude for specific academic discipline

These students have unique potential that requires educational challenges to enhance their contributions to self and society. All students enrolled in New Waverly ISD will have equal access to be identified under this definition.

NEW WAVERLY INDEPENDENT SCHOOL DISTRICT PROGRAM GOALS

- Goal One** The program will promote self-directed learning through activities that encourage the student to produce and communicate using critical thinking, creativity, and problem solving.
- Goal Two** The program will provide appropriate opportunities to challenge the student and develop their area(s) of giftedness.
- Goal Three** The program will provide experiences that will meet the psychological, social, educational, and career needs of the students.
- Goal Four** The program will provide opportunities for the student to develop an awareness of their giftedness, a positive self-concept, and an appreciation of their value to themselves and others.

NEW WAVERLY INDEPENDENT SCHOOL DISTRICT STUDENT GOALS

- 1. Critical/Creative Thinking** The G/T student will analyze situations, synthesize data, propose solutions, and evaluate the feasibility of those solutions by applying the information in a creative and productive way.
- 2. Affective** The G/T student will better understand and respect their special abilities by recognizing and coping with likenesses and differences between themselves and others.
- 3. Independent Study** The G/T student will initiate, explore, implement, and evaluate independent study and research projects on topics of personal and academic interest and which results in advanced level creative products.
- 4. Leadership** The G/T student will demonstrate their special abilities by visualizing, planning, executing, and evaluating goals for the betterment of society.

PROGRAM DESCRIPTION

The Gifted and Talented Program is designed to meet the special needs of its students by using a differentiated curriculum. The curriculum is threefold, including thinking skills, independent research, and mini-study units. The program provides curriculum and instruction for students whose academic growth requires enrichment and/or acceleration in selected interest areas beginning in kindergarten through grade

twelve. The Gifted and Talented Program includes two modules of instruction that accommodates a variety of achievement levels, learning styles, and student interests.

Module 1

Module one provides specific curriculum and activities designed to meet the needs of gifted and talented students. They will have opportunities to participate in advanced learning opportunities in academic areas. While any student can be nominated for testing by a parent or teacher during any school year, screening will be held in the spring of each school year for placement for the following school year.

Module 2

Module two provides specific curriculum and materials designed to meet the needs of Gifted and Talented students at the secondary levels. High School gifted and talented students have the opportunity to enroll in Pre-Advanced Placement or Advanced Placement courses. The teachers of these courses received GT training, and these classes provide students an opportunity for self-directed studies, high level learning, and real life experiences which will better their transition to college or the working environment. Each student will develop professional products utilizing a multitude of skills. High school students can also enroll in appropriate dual credit/concurrent classes.

Accelerated High School Plan

Grades 9th – 12th

Pre-Advanced Placement and Advanced Placement (AP) courses allow students to earn high school honors credit, as well as, to receive credit or appropriate placement from participating colleges, providing they make an acceptable score on the College Board Advanced Placement Test administered at the conclusion of the course. Pre-AP and AP courses are differentiated to allow for the special learning needs of the Gifted and Talented students. In addition, students have the opportunity to receive high school graduation credit and college course credit for courses offered as Dual Credit.

Credit By Examination And Early High School Graduation

Credit by Examination

In accordance to local policy, any student in grades 6-12 may be given a credit for an academic subject. Students with prior instruction must score 70 percent or higher on a criterion-referenced test for the applicable course. A student without prior instruction must score 80 percent or better on a criterion-referenced test for the applicable course. If such credit is given, the district shall enter the examination score on the student's transcript. Please refer to district policy EHDC and EHDB for further information.

Early Graduation

Students wishing to graduate early must gain pre-approval from the campus principal and the district superintendent, and complete an accelerated graduation plan. Students entering high school prior to 2014-2015 school year must graduate on the recommended or distinguished plan; students entering

high school during the 2012-2015 school year must graduate with an endorsement. Accelerated courses must be taken through an accredited high school program, such as but not limited to Texas High School On-Line Program, and may not be taken on Edmentum through the credit recovery classroom.

Program Evaluation

Evaluation

Evaluation of the Gifted and Talented Program will be completed annually. This process will include student evaluation and program evaluation. Evaluation activities will include: parent and student program surveys, staff surveys, student self-evaluation, and a needs assessment for future staff development. Recommendations for improving the program will be based on evaluation results and will be included in School District and Campus improvement plans.

PROGRAM PLANNING

Implementation

Prior to implementing the identification process, the district-wide Gifted and Talented Committee will meet annually to review and update the Gifted and Talented Program. The committee will consist of administrators, teachers, counselors, and parents. Responsibilities of the committee will include making decisions and planning:

1. Program goals
2. Areas of giftedness to be address by the Gifted and Talented Program.
3. A minimum of three assessment measures, including qualitative and quantitative indicators.
4. Provisions for handling transfer students, appeals policy, and exiting procedures.
5. Involvement of parents and the community in the program.

STUDENT IDENTIFICATION PROCEDURES

Identification

The purpose of identification is to determine which students will benefit from the services provided by the Gifted and Talented Program. The identification process will consist of four distinct steps:

1. Nomination of students for Gifted and Talented Program
2. Screening of nominees
3. Assessment of students nominated during which all pertinent information is gathered and prepared for committee review
4. Selection of students to be served by the Gifted and Talented Program

Nomination

Teachers, administrative staff, parents, students, and community members may nominate students for screening for eligibility for the Gifted and Talented Program. Students may also be automatically nominated for the program by

commended/superior performance on standardized measures. In addition to the above, a student may nominate himself/herself.

Screening

During the screening process, the committee will review and document data gathered on each student nominated. Multiple criteria will be used including qualitative and quantitative assessments.

Assessment in the areas of intellectual and specific academic fields, grades 1-12, uses a minimum of three (3) appropriate criteria that include both qualitative and quantitative measures.

Assessment instruments that may be utilized at NWISD include:

1. Naglieri Nonverbal Ability Test (NNAT)
2. Texas Primary Reading Inventory (TPRI)
3. Math Benchmark Assessments
4. STAAR Exams
5. Screening Assessment for Gifted Elementary and Middle School Students (SAGES 2)
6. Parent and Teacher Questionnaires
7. Report Card Grades

Kindergarten-2nd Grade

In January/February of each year, nominated students will be administered the Naglieri Nonverbal Ability Test in Phase I of the assessment process. Students who score 85% or more will continue to Phase II of the process for placement in the Gifted and Talented Program. In Phase II, students will be screened using the:

- Naglieri Nonverbal Ability Test
- Screening Assessment for Gifted Elementary and Middle School Students (SAGES 2)
- Texas Primary Reading Inventory (TPRI)
- Math Benchmark Assessment
- Parent and Teacher Questionnaires
- Report Card Grades

Students must meet five out of six indicators in order to qualify for the Gifted and Talented Program in Math and/or Reading.

Grades 3 - 8

In May of each year, students in grades 3-8 who are nominated for the Gifted and Talented Program will be screened in Phase I using the Naglieri Nonverbal Ability Test. Students who score 85% or more will continue to the Phase II process for placement in the Gifted and Talented Program. The Phase II screening process will include:

- Naglieri Nonverbal Ability Test
- STAAR Exams

- Parent and Teacher Questionnaires
- Report Card Grades

Students must meet five out of six indicators in order to qualify for the Gifted and Talented Program in Math and/or Reading in Grade 3.

Students must meet six out of seven indicators in order to qualify for the Gifted and Talented Program in Math and/or Reading in Grades 4 – 8.

Grades 9 - 12

In January/February, students in grades 9th – 12th who are nominated for the Gifted and Talented Program will be administered the Naglieri Nonverbal Ability Test. Students who score 85% or more will be eligible for Phase II for placement in the Gifted and Talented Program. Phase II will include:

- Naglieri Nonverbal Ability Test
- STAAR Exams
- Parent and Teacher Questionnaires
- Report Card Grades

Students must meet six out of seven indicators in order to qualify for the Gifted and Talented Program in Math and/or Reading in Grades 9 – 12.

Documentation of evaluation will include the tallying and recording of individual results on a matrix. The committee will not re-evaluate students who are currently enrolled in Gifted and Talented Program. Students, who have been previously nominated for Gifted and Talented Program but did not qualify, may be re-evaluated every two years.

Timeline

Fall Semester

- Committee will meet to evaluate previous year program implementation using evaluation instruments and surveys and make recommendations for program changes
- Using committee recommendations, make any necessary program modifications

Spring Semester

- Assessment of nominated students for services in the next school year – February through June
- Final selection of students for services designed for gifted students is made by a committee by June 15
- Notification to parents regarding qualifying and non-qualifying students will be made by June 30

Selection

The Gifted and Talented Program committee will be composed of diverse members who have received training in the nature and needs of gifted

students, in the overall philosophy and process for holistic identification, and in specific responsibilities of committee members. The campus selection committee will make all placement, exit, transfer, and appeals decisions.

Reassessment

If there is any concern regarding the performance or placement of the student, the campus GT Coordinator will contact the parent and confer about available options which may include counseling, taking a furlough, or exiting the program.

Transfer Students

Students who transfer into New Waverly ISD who have formerly been identified as academically advanced will be placed in the Advanced Academic Program based on a Conditional Acceptance Agreement until supporting documentation showing previous Gifted and Talented Program placement has been received. However, New Waverly ISD reserves the right to evaluate each student upon enrollment. Assessment will be completed within 30 days of enrollment. Parents will be notified in writing of the committee's decision.

Appeals Procedure

Parents, teachers, or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program within 30 days of the parent notification letter. The program coordinator or campus principal will receive the appeal from parents or student. Appeals will be made first to the appropriate campus committee. Any subsequent appeals will be made in accordance with FNG (Local) **Student Rights and Responsibilities: Student and Parent Complaints/Grievances** beginning with Level 2.

Exit Policy

Student performance in Gifted and Talented Program will be monitored. Students who have participated in Gifted and Talented Program will automatically continue in the program in accordance with past performance.

1. Upon the first indication of a student having difficulty in Gifted and Talented Program classes, the teacher will initiate a conference with the parent/guardian. During the conference, the teacher will explain the problem, the plan of action for improvement, and a recommended time-line of completion.
2. If, at the end of the time period, the plan of action is working, and the student's performance is improving, the student will remain in Gifted and Talented Program. However, if the student's performance has not improved, a second conference will be conducted. Included in the conference will be the student, parent/guardians, the Gifted and Talented Teachers, the Counselor, and the Principal. A second plan of action and time schedule will be set.
3. If the student's performance improves during the second time frame, the student will remain in the program. If not, the student will be administratively exited from the program.

4. Parents or guardians will sign a form noting that they are aware of the administrative removal of their son or daughter from the program. The form will be filed in the Gifted and Talented Program coordinator's office.
5. If the student or parent requests removal from Gifted and Talented, New Waverly Independent School District will honor that request after a conference with the selection committee or its representative. The student will then exit the program at the end of the current grading period. Parent or student request for removal will be filed in the Gifted and Talented coordinator's office.

Note:

A student whose performance meets the expectations of Gifted and Talented Program but who chooses to exit due to parent or students request must be re-tested and qualify for the program using the most recent Gifted and Talented Program qualification standards. A student who is administratively removed from the program may re-enter the program the following year only if he/she qualifies using the most recent qualification standards.

Furlough Status

Students who wish to be withdrawn on a temporary period of no more than one year may request Furlough Status. The parent will present to the placement committee reasons for requesting Furlough Status and educational plans for the intervening period. The placement committee will make arrangements through the school counselor to monitor that student's progress in the regular program and make him/her aware of activities appropriate to his/her needs. The placement committee will document the furlough and include such documentation in the cumulative folder for the student. Students who request furlough status for more than one year must resubmit for another temporary furlough period each year for no more than three years. If the student, parent, or guardian does not resubmit for another furlough status, the student will be administratively exited from the program and must be formally nominated and identified again for the program.

<h2>CURRICULUM DEVELOPMENT</h2>

Curriculum

The curriculum for the Gifted and Talented Program will provide differentiated learning alternatives that promote cognitive and affective growth. The teachers training in the special needs of the gifted and talented students will provide a combination of acceleration and enrichment for identified students.

<h2>STAFF DEVELOPMENT</h2>

Staff

All teachers serving Gifted and Talented students will have state-mandated 30 hours of staff development prior to or during the first semester of assignment to the program. These initial hours will be accepted from attendance at the Region VI Institute or through university or college credit in gifted education.

Gifted and Talented teachers are required to acquire 6 hours of advance (Level 2) training annually.

The counselors and administrators of New Waverly ISD will complete six hours of training in the nature and needs of gifted students as required by the Texas Education Agency.

PARENT AND COMMUNITY INVOLVEMENT

Communication

Ongoing communication with the parents and community members will be an integral part of the Gifted and Talented Program. Parents will receive information on the characteristics of gifted students, on the facets of the Gifted and Talented Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school. Parents will be encouraged to organize or join a group that shares information and supports gifted and talented education.