

KILLEEN ISD MISSION AND VISION STATEMENT




MISSION STATEMENT

Teach so that students learn to their maximum potential.

VISION STATEMENT

Through the implementation of a full, innovative, rigorous, comprehensive education program, KISD will provide superior learning opportunities so that upon graduation, students are prepared for success in the workforce and/or in higher education.



IDENTIFICATION AND SELECTION PROCEDURES

Identifying students for **the KISD GT** (Gifted and Talented) program is accomplished through a comprehensive identification process consisting of three steps (nomination, screening, and selection).

REFFERAL

Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. English and Spanish nomination forms are available on all campuses. Parents will be notified when the student nomination has been received. At this time, a parent has the option to withdraw his/her child from the GT identification process. Written parental permission is required before screening/testing is begun. No student may be denied access to the GT Program on the basis of race, creed, or handicapping conditions. **If a student qualifies, a class change will be necessary if the current teacher is not GT certified.**

SCREENING

Gifted and Talented screening is on-going throughout the school year for students in grades K-12.

Qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services. The following assessments are used:

The Naglieri Nonverbal Ability Test 3rd Edition – NNAT 3 is an age-normed test that uses visual analogies to provide information about students' information processing abilities. The NNAT 3 uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving abilities, regardless of the individual student's primary language, education, culture or socioeconomic background.

Measures of Academic Progress Test – The MAP is a nationally-normed standardized test of student achievement and is aligned to both state and national standards. It identifies what the student knows and is able to do.

A student interview – The interview is designed to provide insight into student interests, skills, vocabulary, and task commitment.

- **Students may be assessed only once during a twelve-month period.**

SELECTION

A District GT Selection Committee, composed of at least three district staff members trained in the nature and needs of gifted learners, reviews the student assessment/screening profiles. Using an established student profile criterion, students who qualify to receive GT services are identified. The campus GT coordinator then informs the parent of the results of the identification process. **If a student qualifies, a class change will be necessary if the current teacher is not GT certified.**

APPEAL PROCESS

After the District Selection Committee reviews the student's testing results, a letter will be sent home to the parent. If a parent desires to appeal the selection committee decision, he/she initiates the appeal by contacting the campus GT Coordinator. A written appeal is required and must be submitted to the campus GT Coordinator within 10 business days from the date on the selection letter. Additional assessment data and/or student information may be gathered and reviewed for a final selection decision.

ELEMENTARY SERVICE MODEL

Killeen ISD serves the K-5th grade GT students in an inclusive classroom model. The inclusion model places GT students in a regular classroom with a teacher who has had a minimum of 30 hours of professional learning in gifted education. Each year, the GT teacher must receive 6 additional hours of gifted education training. GT students may or may not be placed in the same classroom; however, they are provided opportunities to work with other GT students.

The occasions that may call for the GT students to be “pulled” to work on differentiated learning tasks and activities.

CURRICULUM AND INSTRUCTION

There are two essential components of the KISD Gifted and Talented Curriculum: 1) TEKS Resource System and 2) the Texas Performance Standards Project.

TEKS Resource System provides a guaranteed and viable curriculum based on research-based, best practice models. Lessons are all aligned with the state standards (Texas Essential Knowledge and Skills TEKS) and meet the highest standards of rigor and relevance. Many differentiation strategies are embedded in the TEKS Resource System units. In addition, the GT teachers are trained to differentiate the curriculum and to enhance the instruction with greater depth, complexity, and challenge.

TEXAS PERFORMANCE STANDARDS PROJECT

The Texas Performance Standards Project (TPSP) is a statewide standards and assessment system used to capture the high levels of achievement of gifted/talented students. The goal of TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS- based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections. Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines.

CONT.

One student-selected project is to be completed each school year.

- The project is to be completed by the end of the 4th 9-week grading period and presented during the month of May.
- Projects are scored by teachers and students using the six TPSP scoring dimensions: Content and Knowledge Skills - Analysis and Synthesis - Multiple Perspectives - Research - Communication
- Presentation of Learning
 - After the GT teacher approves the student project, using the project as a formative or summative assessment is a campus decision.

SECONDARY SERVICE MODEL

GT students in grades 6-12 are served in subject specific classes including pre-AP, AP, IB, and dual credit courses for math, science, language arts, and social studies. AP courses are also available in foreign languages and fine arts. Students are placed in the appropriate course with a highly qualified teacher who has professional development in AP, IB, or Dual Credit instruction as well as the minimum of 30 hours of professional learning in gifted education. Each year, the GT teacher must receive an additional 6 hours of gifted education training.

CURRICULUM AND INSTRUCTION

There are three essential components of the KISD Gifted and Talented curriculum at the secondary level: 1) TEKS Resource System, 2) college-level curriculum and 3) the Texas Performance Standards Project.

In middle school, TEKS Resource System provides a guaranteed and viable curriculum based on research-based, best practice models. Lessons are all aligned with the state standards (Texas Essential Knowledge and Skills TEKS) and meet the highest standards of rigor and relevance. The GT teachers are trained to differentiate the curriculum and to enhance the instruction with greater depth, complexity, and challenge, as well as a pre-Advanced Placement focus.

In high school, The Advanced Placement, International Baccalaureate, and Dual Credit programs provide a guaranteed and viable curriculum based on research-based, best practice models. Lessons are all aligned with the state and national standards and meet collegial standards of rigor and relevance. Many differentiation strategies are embedded in each program and GT teachers are trained to differentiate the curriculum to enhance instruction with greater depth, complexity, and challenge.

TEXAS PERFORMANCE STANDARDS PROJECT

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Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines. The student-selected projects are to be completed by the 4th 9 weeks and presented as a culminating showcase of student learning.