

# Newport Independent Schools

## Overview of Gifted & Talented Program 2018-2019

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In grades K-3, students are selected for Primary Talent Pool but not formally identified for a category. Services at all levels are dependent on students' identification needs, interests and abilities.

**During the 2018-2019 school year, students received primary talent pool services.**

	District	Primary	Intermediate
Primary Talent Pool	19	9	10

### **PTP Services at NEWPORT PRIMARY and NEWPORT INTERMEDIATE SCHOOL:**

- Teacher nominations for PTP
- Committee meetings were held to identify new PTP students
- Kindergarten students have been tested using the Cognitive Abilities Test (CogAT), which is the district's identification tool used for Primary Talent Pool identification purposes. Along with a CogAT score, other data pieces, such as Fountas & Pinnell (F&P), teacher nomination, and/or behavior checklists are gathered to be presented among a committee in order for committee members to see the "whole child" in order to determine what their educational needs are within the classroom or in a "pull-out" setting with the Gifted and Talented teacher. If they are selected to be in the Primary Talent Pool, then the student remains in the program until they exit at the end of third grade.
- First and second grade students identified and placed in the Primary Talent Pool including a selection for General Intellectual Ability (high ability on intelligence test), studied the Wonder of the Day ([wonderopolis.org](http://wonderopolis.org)), brainteasers, writing prompts, mental math challenges, math problem solving, thinking creatively (Rubik's cube, What's in the Box?) and writing to pen pals at the intermediate school.
- Third grade students have been tested using the Cognitive Abilities Test (CogAT), which is the district's identification tool used for general intellectual identification purposes for gifted and talented that begins in the fourth grade, if identified. Along with a CogAT score, other data pieces, such as MAP, Fountas & Pinnell (F&P), teacher nomination, and/or behavior checklists are gathered to be presented among a committee in order for committee members to see the "whole child" in order to determine what their educational needs are within the classroom or in a "pull-out" setting with the Gifted and Talented teacher.

- Third grade students will be tested using the Terra Nova, which is the district's identification tool used for specific academic areas, such as, math, science, reading and social studies. Along with the Terra Nova score, other data pieces, such as MAP, Fountas & Pinnell (F&P), teacher nomination, and/or behavior checklists are gathered to be presented among a committee in order for committee members to see the "whole child" in order to determine what their educational needs are within the classroom or in a "pull-out" setting with the Gifted and Talented teacher.

Beginning at grade 4, students may be identified as gifted and talented in one or more of the following categories: General Intellectual Ability, Specific Academic Area (Language Arts, Mathematics, Science, Social Studies), Creative and Divergent Thinking Ability, Leadership Ability, Visual and Performing Arts (visual, dance, drama, music).

**During the 2018-2019 school year, 99 students received gifted and talented services.**

	District	Intermediate	High
Creative or Divergent Thinking	9	0	9
General Intellectual Ability	47	5	42
Leadership	6	0	6
Specific Academic - Language	17	7	10
Specific Academic - Math	15	6	9
Specific Academic - Science	3	0	3
Specific Academic - Social Studies	2	1	1
Visual Art	10	2	8
Dance	3	1	2
Drama	8	2	6
Music	6	0	6

### **GT Services at NEWPORT INTERMEDIATE SCHOOL:**

- The pullout program at NIS is scheduled 2-5 days per week depending on the needs and the core academic schedule.
- Students in grades fifth through eighth participated in DreamFest, an all-day event at Northern Kentucky University. Each student selected workshops to attend based upon their area of identification.
- NIS Performing Art students collaborated with other students in nearby districts to learn from the College of Conservatory Music professionals. There were two half-day sessions at Highlands High School where students were placed in groups for dance, drama, instrumental and vocal music. The last session was at the College of Conservatory Music and the students were able to meet other professionals during a breakout session and tour the College of Conservatory Music.
- The GT teacher took four students in sixth grade to the National History Day Regional and State contest. The students completed a group exhibit for the theme "Triumph and Tragedy".
- NKAGE Leadership Symposium was held at Northern Kentucky University and four students attended.
- Six students from NIS visited Ms. Bonnie Stacy's class at NHS to hear about the NHS Project-Based Learning and the East Row photo exhibit presented for the STLP competition. The NIS students started working on photo essays by researching a single photo/topic, writing a written speech and creating an iMovie that tells the story of the photo.
- The GT teacher took four intermediate students to the 34<sup>th</sup> ANNUAL ACADEMIC COMPETITION IN MATHEMATICS/UC Math Bowl at the University of Cincinnati.
- The GT teacher took nine students to St. Bernard High School in Cincinnati to compete in the annual Perennial Math contest.
- The GT teacher compiled information for an individualized Gifted Student Services Plan (GSSP) and mailed home to GT families, along with a student interest survey, accept/decline services letter and a parent survey. The GSSP is designed and reviewed as appropriate for all identified exceptional students in the Newport Independent School District. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts. The purpose of the Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. A student progress report was sent home at the end of each semester.

### **GT Services at NEWPORT HIGH SCHOOL:**

- The GT teacher compiled information for an individualized Gifted Student Services Plan (GSSP) and mailed home to GT families, along with a student interest survey, accept/decline services letter and a parent survey. The GSSP is designed and reviewed as appropriate for all identified exceptional students in the Newport Independent School District. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts. The purpose of the Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to

appropriate learning activities. A student progress report was sent home at the end of each semester.

- Female leadership students attended the Young Women LEAD conference at NKU sponsored by SOAR, a young women's leadership collaborative.
- One eleventh grade student completed an application for the Governor's Scholars Program.
- Five students were selected to take the ACT as seventh graders. Two students were accepted into the DukeTip Summer Studies program and eStudies based on their ACT score. One student will attend Rollins College in Orlando, Florida and is enrolled in Engineering in the Virtual World.
- Leadership students attended the Anthony Munoz Leadership conference held at Crossroads Church in Mason, OH.
- The GT teacher signed two students up for the Greater Cincinnati Leadership and Ethics Seminar hosted by The West Point Society of Cincinnati. It was the first year taking students to this seminar.
- The GT teacher had three students apply for the Kentucky Center Governor's School for the Arts. One student advanced to state and has been accepted into the GSA summer program at the University of Kentucky.
- The GT teacher took five high school students to the 34<sup>th</sup> ANNUAL ACADEMIC COMPETITION IN MATHEMATICS/UC Math Bowl at the University of Cincinnati.
- The GT teacher and Brittany Stacy held a Poetry Out Loud school competition. One student advanced to state and a few acting students were able to go to the state contest to support the school winner. Sadly, the student did not advance to the national contest.
- The GT teacher took 49 high school students to converge on NKU's campus to take part in hands-on STEM+H (Science, Technology, Engineering, Math and Health) demonstrations, team-building challenges, and unique opportunities learning directly from industry professionals, college professors, and local STEM leaders.

### **Next Steps for Program Improvement:**

- **In order to increase opportunity and access for students in the free and reduced lunch subgroup populations, the following actions will be implemented for the next school year:** Intentional Collaboration with all schools through participation in PLCs Meetings along with RtI processes to provide interventions or enrichment to students; focused effort to analyze and identify students from GAP areas (AA & F/R Lunch) especially for PTP in order to increase their exposure to content in various ways.
- **In order to increase Specific Academic Aptitude students identified for GT services, the following actions will be implemented for the next school year:** Obtain a second assessment to assist in identification of Social Studies students; surveying teachers to assess potential SAA students
- **In order to increase Non-State Assessed students for GT services, the following actions will be implemented for the next school year:**

Involvement with NKCES & their Arts Grants to collaborate with other districts to assess the needs of the region & develop an action plan for improvement in these areas; pursuing an interest among the region to develop and implement regional auditions to provide more data and input on identification of these areas.

- **In reflecting on community involvement for GT services, the following actions will be implemented for the next school year:**

WE Schools is a unique, four-step program delivered by our educational partners, which challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. The WE Schools program provides educators and students with curriculum, educational resources and a full calendar of action campaign ideas. Through WE Schools, students gain an understanding of the root causes of pressing issues like hunger, poverty and access to education, as they explore how they can make positive impacts. They also plan and carry out at least one local and one global action to improve their communities and the world. The Gifted and Talented teacher would like to provide students with field trip opportunities to connect with local visual and performing arts organizations and to work with professors and college students at Northern Kentucky University in the visual and performing arts departments. The GT teacher will receive training at the end of the current school year in order to plan for WE Schools to be implemented next school year.

- **In order to incorporate gifted education into the regular classroom, the following actions will be implemented for the next school year:**

Provide professional development opportunities along with resources for classroom teachers to learn how to differentiate for the primary talent pool/gifted and talented population. Develop a scheduling plan that allows the gifted teacher to provide services to students (such as, interventions or enrichment through the RtI processes) without interfering with core classes. Schedule time to attend PLC meetings to talk to teachers about the gifted and talented students' progress in the regular classroom.

- **Based on data collected in the annual program evaluation, the following future program directions and modifications will be implemented for the next school year:**

Intentional scheduling to expand opportunities for students; increased collaboration between G/T staff and regular education teachers; focused effort to provide additional arts programming and assessments/performances to increase the number of students identified in the non-state assessed areas

- **Based on data collected in the annual program evaluation, the following will be implemented in order to ensure high potential students are selected and provided services for PTP:**

Focused effort to analyze and identify students from GAP areas (AA & F/R Lunch) especially for PTP in order to increase their exposure to content in various ways; increased collaboration with regular education teachers during their PLC meetings to help identify students and monitor their progress throughout the year.

