

## New Braunfels Gifted and Talented Services: Three Year improvement Plan

Targeted Area	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Assessment</b>	Continue Current Assessment Practices	Continue Current Assessment Practices	A. Be very specific about area of strength— English/Math/Science/Social Studies/Leadership (?), etc....
<b>Documents, Forms, Plans</b>	A. Update handbook, calendar, forms, plans B. Post explanation documents on assessment and qualification process C. Review District Parent/Teacher/ Student evaluation	A. Maintain handbook, calendar, forms, plans B. Maintain District Parent/Teacher/ Student evaluation	A. Maintain handbook, calendar, forms, plans B. Maintain District Parent/Teacher/ Student evaluation
<b>Staff Training</b>	A. Differentiation Using Icons B. Service Overview and Goals C. Librarians to conference for training	A. Social and Emotional Needs B. Revisit NBISD Procedures with Administration and School Board (plan for annual review/update) C. Librarians to conference for training	A. Continue Differentiation Development and Implementation of best practices in classroom B. Librarians to conference for training
<b>Student Services and Opportunities</b>	A. Continue Differentiation in Classrooms, K-12 B. Elementary for 3 <sup>rd</sup> -5 <sup>th</sup> : Envision Unit ideas continued and add Social and Emotional as well as extension activities such as speakers/field trips/electronic field trips C. Middle School: Continued “pull out” through advisory; ensure all GT students are attending Advisory sessions D. High School (9-12): Determine extension activities for high school and continue differentiation within classes; continue the Research Project Class E. GT Showcase for Elementary and Middle continue	A. Continue Differentiation in Classrooms, K-12 B. Elementary for 3 <sup>rd</sup> -5 <sup>th</sup> : Continue Envision Units, Social and Emotional and extension activities C. Middle School: Continue pull-out through advisory; Build Extension opportunities D. High School(9-12): Fully implement extension activities for high school Increase enrollment in the Research Project Class, including overlapping courses. E. GT Showcase for Elementary and Middle continue and add high school showcase for independent projects F. Expanded participation in UIL academic activities—DI, NewsBowl, Academic Decathlon, Academic Pentathlon, UIL,	A. Continue Differentiation in Classrooms, K-12 B. Elementary for 3 <sup>rd</sup> -5 <sup>th</sup> : Continue Envision Units, Social and Emotional and extension activities C. Middle School: Continue pull out through advisory; Build Extension opportunities D. High School(9-12): Fully implement extension activities for high school Increase enrollment in the Research Project Class, including overlapping courses. E. GT Showcase for Elementary and Middle continue and add high school showcase for independent projects F. Portfolios developed and moved from grade to grade—through graduation
<b>Parent Participation</b>	A. Fall Meetings at every campus in conjunction with Open House B. Parent Surveys/Evaluation available at Showcase events C. Continue parent participation at Showcases	A. Continue Fall and host Spring Meetings at every campus with focused information B. Parent participation in outside trainings/conferences C. Continue parent participation at Showcases	A. Continue Fall and Spring Meetings B. Parent participation in outside trainings/conferences C. Continue parent participation at Showcases
<b>Website</b>	D. Focus on outside opportunities for parents and students	A. Continue developing outside opportunities B. Post evaluation results D. Information about UIL academic activities— what do we currently offer and what can we do	A. Maintain outside opportunities D. Post evaluation results

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Assessment	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Focus</b>	Continue Current Assessment Practices	Continue Current Assessment Practices	Be very specific about area of strength in identification process –English/Math/ Science/ Social Studies/ Leadership...
<b>Timeline</b>	Fall 2014 and Spring 2015	Fall 2015 and Spring 2016	Fall 2016 and Spring 2017
<b>Responsible Parties</b>	Campus Counselors/Classroom Teachers/ Testing Coordinator	Campus Counselors/Classroom Teachers/ Testing Coordinator	Campus Counselors/Classroom Teachers/ Testing Coordinator
<b>Budget</b>	GT funds	GT funds	GT funds
<b>Progress Measure(s)</b>	Matrix from District Placement Committee	Matrix from District Placement Committee	Matrix from District Placement Committee

Documents, Forms, Plans	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Focus</b>	A. Update handbook, calendar, forms, B. Post explanation documents on assessment and qualification process C. Review District Parent/Teacher/ Student Evaluation	A. Maintain handbook, calendar, forms, B. Maintain District Parent/Teacher/ Student evaluation	A. Maintain handbook, calendar, forms, B. Maintain District Parent/Teacher/ Student evaluation
<b>Timeline</b>	School Year 2014-15	School Year 2015-16	School Year 2016-17
<b>Responsible Parties</b>	Dena Schroeder, Lori Gruwell, Robin Wright	Dena Schroeder, Lori Gruwell	Dena Schroeder, Lori Gruwell
<b>Budget</b>	NONE	NONE	NONE
<b>Progress Measure(s)</b>	Sample forms; evaluation and results; website	Sample forms; evaluation and results; website	Sample forms; evaluation and results; website

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Staff Training	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Focus</b>	<p>A. Differentiation Using Icons-- As a district the need for a foundational differentiation model was identified as a priority. After much research, district leaders have identified a model for implementation at various grade levels and across various content areas that provides a foundation for other types of differentiation also. 100% of teachers serving G/T student will complete the training.</p> <p>B. Campus Faculty Meetings to review service model and responsibilities and goals of gifted education :A need to clarify the service model adopted by NBISD and to define the responsibilities of classroom teachers and administrators has been identified in informal evaluations.</p> <p>C. Librarians to conference for training</p>	<p>A. Social and Emotional Needs: As a district a need for a foundational understanding of the special social and emotional needs of G/T students has been identified. Teachers will participate in an online course focusing on a book study related to social and emotional needs of gifted students. 100% of teachers serving G/T student will complete the training.</p> <p>B. Revisit NBISD Procedures with Administration and School Board (plan for annual review/update)</p> <p>C. Librarians to conference for training</p>	<p>A. Continue Differentiation Development and Implementation of best practices in classroom: Teachers will work collaboratively to demonstrate integration of Icons Training and Social/Emotional Needs in their curriculum. 100% of teachers serving G/T student will submit integration activities.</p> <p>B. Librarians to conference for training</p>
<b>Timeline</b>	<p>A. First cohort of teachers trained in Fall 2014; second cohort trained in Spring 2015; final cohorts of teachers trained in Summer 2015 (one or more sessions as needed but tentatively one in June and one in August)</p> <p>B. September and October, 2014</p> <p>C. December of each year</p>	<p>A. Development of a book study course and a resource list will begin Summer 2015/Fall 2015. The first cohort of participants complete the course in late Fall 2015. A second cohort will begin Spring 2016 and a final cohort will begin Summer 2016.</p> <p>B. Fall 2015</p> <p>C. December of each year</p>	<p>A. Sept. 1, 2016-May 15, 2017</p> <p>B. December of each year</p>
<b>Responsible Parties</b>	<p>A. Lori Gruwell and Robin Wright contact trainers; Lori and Robin possibly present repeat sessions</p> <p>B. Lori Gruwell and Robin Wright</p> <p>C. Lori Gruwell and Robin Wright</p>	<p>A. Lori Gruwell and Robin Wright develop course and resource list and also administer the course and monitor participation</p> <p>B. Lori Gruwell and Robin Wright</p> <p>C. Lori Gruwell and Robin Wright</p>	<p>A. Teachers will develop activities. Lori Gruwell and Robin Wright will monitor and critique. Curriculum specialists will review for public sharing of ideas.</p> <p>B. Lori Gruwell and Robin Wright</p>
<b>Budget</b>	<p>A. GT budget --\$4000 for four half day training; application time for the other half time</p> <p>B. NONE</p> <p>C. GT Budget</p>	<p>A. GT Budget--\$2000 to purchase books and resources</p> <p>B. NONE</p> <p>C. GT Budget</p>	<p>A. NONE</p> <p>B. GT Budget</p>
<b>Progress Measure(s)</b>	<p>A. Sign in Sheets Samples of teacher application</p> <p>B. Sign in sheets; Calendar of scheduled Meetings</p> <p>C. Conference Schedule</p>	<p>A. Course completion and evaluation of course.</p> <p>B. Sign in Sheets; Board Agenda</p> <p>C. Conference Schedule</p>	<p>A. Samples of lesson integration; course completion records</p> <p>B. Conference Schedule</p>

## New Braunfels Gifted and Talented Services: Three Year improvement Plan

Student Services	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Focus</b>	<ul style="list-style-type: none"> <li>A. Continue Differentiation in Classrooms, K-12</li> <li>B. Elementary for 3<sup>rd</sup>-5<sup>th</sup>: Envision Unit ideas continued and add Social and Emotional as well as extension activities such as speakers/field trips/electronic field trips</li> <li>C. Middle School: Continued pull out through advisory; ensure all GT students are attending Advisory sessions</li> <li>D. High School (9-12): Determine extension activities for high school; continue the Research Project Class</li> <li>E. GT Showcase for Elementary and Middle continue</li> </ul>	<ul style="list-style-type: none"> <li>A. Continue Differentiation in Classrooms, K-12</li> <li>B. Elementary for 3<sup>rd</sup>-5<sup>th</sup>: Continue Envision Units, Social and Emotional and extension activities</li> <li>C. Middle School: Continue pull out through advisory; Build Extension opportunities</li> <li>D. High School (9-12): Fully implement extension activities for high school Increase enrollment in the Research Project Class, including overlapping courses.</li> <li>E. GT Showcase for Elementary and Middle continue and add high school showcase for independent projects</li> <li>F. Expanded participation in UIL academic activities—DI, NewsBowl, Academic Decathlon, Academic Pentathlon, UIL</li> </ul>	<ul style="list-style-type: none"> <li>A. Continue Differentiation in Classrooms, K-12</li> <li>B. Elementary for 3<sup>rd</sup>-5<sup>th</sup>: Continue Envision Units, Social and Emotional and extension activities</li> <li>C. Middle School: Continue pull out through advisory; Build Extension opportunities</li> <li>D. High School(9-12): Fully implement extension activities for high school Increase enrollment in the Research Project Class, including overlapping courses.</li> <li>E. GT Showcase for Elementary and Middle continue and add high school showcase for independent projects</li> <li>F. Portfolios developed and moved from grade to grade—through graduation</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>A. Summer 2014-Spring 2015</li> <li>B. School Year 2014-15</li> <li>C. School Year 2014-15</li> <li>D. School Year 2014-15</li> <li>E. Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>A. Summer 2015 – Spring 2016</li> <li>B. School Year 2015-16</li> <li>C. School Year 2015-16</li> <li>D. School Year 2015-16</li> <li>E. Spring 2016</li> <li>F. School Year 2015-16</li> </ul>	<ul style="list-style-type: none"> <li>A. Summer 2016 – Spring 2017</li> <li>B. School Year 2016-17</li> <li>C. School Year 2015-16</li> <li>D. School Year 2015-16</li> <li>E. Spring 2016</li> <li>F. School Year 2016-17</li> </ul>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>A. Classroom Teachers; Campus Administrators</li> <li>B. Campus Librarians/ Campus Administrators</li> <li>C. G/T Advisory Teachers/ Campus Librarians/ Campus Administrators</li> <li>D. G/T Advisory Teachers/ Campus Librarian/ Independent Study Teacher/Counselors</li> <li>E. G/T Advisory Teachers/ Librarians/ Administrators</li> </ul>	<ul style="list-style-type: none"> <li>A. Classroom Teachers; Campus Administrators</li> <li>B. Classroom Teachers; Campus Administrators</li> <li>C. G/T Advisory Teachers/ Campus Librarians/Campus Administrators</li> <li>D. G/T Advisory Teachers/ Campus Librarian/ Independent Study Teacher/Counselors/ Administration</li> <li>E. G/T Advisory Teachers/Campus Librarians/ Campus Administrators</li> <li>F. Campus Administration/ Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>A. Classroom Teachers; Campus Administrators</li> <li>B. Campus Librarians/ Campus Administrators</li> <li>C. G/T Advisory Teachers/ Campus Librarians/ Campus Administration</li> <li>D. G/T Advisory Teachers/ Campus Librarian/Independent Study Teacher/ Counselors/Administration</li> <li>E. G/T Advisory Teachers/ Campus Librarians/ Campus Administrators</li> <li>F. G/T Advisory Teachers/ Campus Librarian/Technology Specialist</li> </ul>

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Student Services	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Budget</b>	Campus allotments from GT budget	A-E Campus allotments from GT budget F. Campus allotments from GT budget; Campus Budgets	A-E Campus allotments from GT budget F. NONE
<b>Progress Measure(s)</b>	A. Lesson Plans B. Scope and Sequence; Calendar of scheduled events; Showcase C. Scope and Sequence; Calendar of scheduled events; Showcase; attendance records D. Calendar of scheduled events; sign in sheets E. Advertisement; Brochure; Sign in Sheet	A. Lesson Plans B. Scope and Sequence; Calendar of scheduled events; Showcase C. Scope and Sequence; Calendar of scheduled events; Showcase; attendance records D. Calendar of scheduled events; sign in sheets, student schedules, transcripts E. Advertisement; Brochure; Sign in Sheet F. Roster of Teams; Registration Forms	A. Lesson Plans B. Scope and Sequence; Calendar of scheduled events; Showcase C. Scope and Sequence; Calendar of scheduled events; Showcase; attendance records D. Calendar of scheduled events; sign in sheets, student schedules, transcripts E. Advertisement; Brochure; Sign in Sheet Portfolios

Website	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<b>Focus</b>	Focus on outside opportunities for parents and students	A. Continue developing outside opportunities B. Post evaluation results on website C. Information about UIL academic activities— what do we currently offer and what can we do	A. Maintain outside opportunities B. Post evaluation results on website
<b>Timeline</b>	School Year 2014-15	A. School Year 2015-16 B. May 2016 C. School Year 2015-16	A. School Year 2016-17 B. May 2017
<b>Responsible Parties</b>	Lori Gruwell, Robin Wright, GT Teachers, Counselors	A. Lori Gruwell, Robin Wright, GT Teachers, Counselors B. Lori Gruwell, Dena Schroeder C. Campus Administrators/ GT Teachers/Librarians/	A. Lori Gruwell, Robin Wright, GT Teachers, Counselors B. Lori Gruwell, Dena Schroeder
<b>Budget</b>	NONE	NONE	NONE
<b>Progress Measure(s)</b>	Website	Website	Website

## New Braunfels Gifted and Talented Services: Three Year improvement Plan

<b>Parent Participation</b>	<b>Year 1 (2014-15)</b>	<b>Year 2 (2015-16)</b>	<b>Year 3 (2016-17)</b>
<b>Focus</b>	<ul style="list-style-type: none"> <li>A. Fall Meetings at every campus in conjunction with Open House</li> <li>B. Parent Surveys/Evaluation available at Showcase events</li> <li>C. Continue parent participation at Showcases</li> </ul>	<ul style="list-style-type: none"> <li>A. Continue Fall and host Spring Meetings at every campus with focused information</li> <li>B. Parent participation in outside trainings/conferences</li> <li>C. Continue parent participation at Showcases</li> </ul>	<ul style="list-style-type: none"> <li>A. Continue Fall and Spring Meetings</li> <li>B. Parent participation in outside trainings/conferences</li> <li>C. Continue parent participation at Showcases</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>A. September 2014</li> <li>B. Spring 2015</li> <li>C. Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>A. September 2015 and April/May 2016</li> <li>B. School Year 2015-16</li> <li>C. Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>A. September 2016 and April/May 2017</li> <li>B. School Year 2015-16</li> <li>C. Spring 2017</li> </ul>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>A. Lori Gruwell, Campus Administration, Librarians</li> <li>B. Lori Gruwell</li> <li>C. Librarians/GT Teachers/ Administration</li> </ul>	<ul style="list-style-type: none"> <li>A. Lori Gruwell, Campus Administration, Librarians</li> <li>B. Lori Gruwell</li> <li>C. Librarians/GT Teachers/ Administration</li> </ul>	<ul style="list-style-type: none"> <li>A. Lori Gruwell, Campus Administration, Librarians</li> <li>B. Lori Gruwell</li> <li>C. Librarians/GT Teachers/ Administration</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>A. None</li> <li>B. None</li> <li>C. Campus allotments from GT budget</li> </ul>	<ul style="list-style-type: none"> <li>A. None</li> <li>B. None</li> <li>C. Campus allotments from GT budget</li> </ul>	<ul style="list-style-type: none"> <li>A. None</li> <li>B. None</li> <li>C. Campus allotments from GT budget</li> </ul>
<b>Progress Measure(s)</b>	<ul style="list-style-type: none"> <li>A. Agenda, Sign in Sheets</li> <li>B. Evaluation,</li> <li>C. Sign In Sheets, Photos</li> </ul>	<ul style="list-style-type: none"> <li>A. Agenda, Sign in Sheets</li> <li>B. Website, Survey Results</li> <li>C. Sign In Sheets, Photos</li> </ul>	<ul style="list-style-type: none"> <li>A. Agenda, Sign in Sheets</li> <li>B. Website, Survey Results</li> <li>C. Sign In Sheets, Photos</li> </ul>

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### Where We Started...

Targeted Area	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
<b>Assessment</b>	Testing calendars and changes		
<b>Staff Training</b>	Training of counselors and administrators  100% of teachers serving kids trained	100% compliance in teachers trained who are serving kids in G/T	100% of teachers in core content areas trained
<b>Curriculum Development</b>			Development of differentiated activities to incorporate into foundation curriculum
<b>Parent Participation</b>		Parent Info meetings—Fall	Elementary G/T Showcase on campus—librarian responsibility  Parent Info meetings—Fall  End-of- year review and program evaluation
<b>Website</b>		G/T Website with info for parents	Website for G/T program for parents and community updated and expanded
<b>Documents, Forms, Plans</b>	Forms updated	Parent evaluation—online survey or parent meeting	Evaluate the Service model against state plan and report by Aug. 8, 2014