

Gifted and Talented Education Policy

KIPP: Cooper Norcross is committed to providing all students with an exceptional education that instills in them the desire and ability to succeed in college, in order to change the world. In order to fulfill this mission, KIPP: Cooper Norcross purposefully provides differentiated instruction to meet the academic needs of each scholar.

KIPP: Cooper Norcross will provide all gifted and talented students with programs which provide for gifted and talented students basic education while encouraging optimum development of the students' special abilities. Programs shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of the school, the community and society.

The Executive Director in conjunction with the Camden regional leadership team shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage the development of their special abilities in achieving the New Jersey State Learning Standards for mathematics and language arts and literacy. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed

"Gifted and talented students" shall mean able students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the school and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Because early discovery of a gift or talent is important, identification of these students will be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children. The lead person shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Definitions Used in Policy

All definitions for this policy can be located at the following source: [N.J.A.C. 6A:8-1.3](#)

Protocol

How are gifted and talented students identified?

Gifted and talented students shall be identified by the school based instructional team using multiple data points on an annual basis. In school-based data meetings teachers will examine multiple data points including, but not limited to: Fountas and Pinnell reading assessment results, scores on the Measures of Academic Progress exam, and quarterly assessments developed by the Teaching and Learning Team. When available, scores on the NJSLA examination may also be considered. After examining these data points, the school may choose to administer the WISC (Wechsler Intelligence Scale for Children) assessment in order to further evaluate a scholar's giftedness.

In examining data school-based data teams will identify students who show exceptional academic ability compared to their chronological peers, contact the scholar's family to discuss gifted and talented education, and begin to develop a gifted and talented education program for the scholar.

The parent or guardian of any scholar may request, in writing, that a scholar be considered for gifted and talented education. After the request is made, the assistant principal of special education, learning specialist coordinator, or school-based designee will communicate the timeline for consideration, evaluation, and decision with the family. Scholars shall be considered for identification of gifted and talented education within 60 days of the written request.

What educational services will be provided for gifted and talented students?

Scholars identified as gifted and talented will be provided with opportunities for differentiated instruction at multiple points during the school day and week. Each scholar's teacher, in conjunction with the school-based gifted and talented lead will develop an individualized plan for the scholar. Components of such plans might include: blended learning opportunities using standards-based curriculum and programming and, where appropriate and available, opportunities to take advanced coursework, including, but not limited to, accelerated math, honors courses, or advanced placement courses.

How will gifted and talented programming align to standards?

All curriculum and programming for gifted and talented students will be aligned with the New Jersey State Learning Standards. When modifying curriculum provided by the KIPP: New Jersey Teaching and Learning Team, the gifted and talented lead will ensure that the curriculum remains aligned to the applicable standards. When reviewing and modifying curriculum for gifted and talented students on an annual, quarterly, or unit specific basis, teachers will ensure that modifications made for gifted and talented students remain standards aligned, either to the student's current grade level or to the aligned standard at a higher-grade level. If gifted and talented students participate in blended learning opportunities as part of their modifications, the gifted and talented lead will confirm that it is standards aligned prior to implementation.

How will goals be set and progress monitored for gifted and talented students?

When a student is identified as gifted or talented initial goals will be set for the student using their Measures of Academic Progress (MAP) Assessment and their Fountas & Pinnell reading level assessment. The initial goal baseline will be that a student makes one year of progress during the academic year measuring from their baseline data, not their academic grade level (i.e. if a student in second grade has scores indicating fourth grade ability, their initial goal will be that they are on a fifth grade level at the end of the academic year).

Progress monitoring for gifted and talented students will be ongoing. The students' teachers will regularly track their progress on various in class assessments and assignments, quarterly assessments, and on the Fountas & Pinnell and MAP Assessments. Annually the assistant principal of special education, learning specialist coordinator, or school leader designee will meet with the student's teachers to evaluate the student's progress in a holistic way. After the annual progress monitoring meeting, the gifted and talented student's progress will be shared with their parent/guardian in writing, and an optional conference may be held at the request of the parent to discuss their student's progress and next steps.

Gifted & Talented Protocol & Considerations

(TEAM Academy Charter School and KIPP Cooper Norcross)

Identification

Instruction

Continuum of Services & Considerations
Curriculum Considerations
Acceleration Considerations

Professional Development

Complaint Process

Vision and Mission

At KIPP NJ, we believe our kids will change the world. This belief drives us in the decisions we make for all students, including our gifted & talented students. In order to cultivate our future change-makers, we are relentless in the pursuit of cultivating the student achievement, socio-emotional well-being, and community for gifted students. Our gifted students make academic growth commensurate with their abilities, due to their involvement in appropriately rigorous and challenging educational opportunities responsive to their individual strengths and needs.

For gifted students, who perform well outside the norms of the “typical learner,” accomplishing this goal means making adjustments to the pacing, depth and complexity of curriculum and instruction. Gifted education goals align with KIPP NJ’s goals for all learners.

In light of the Gifted & Talented Act, KIPP NJ is committed to reflecting on and strengthening our Gifted & Talented programming. This is included, but not limited to, the procedures of identification of gifted students, the approaches to services and curriculum, and the development of staff members in the delivery of our approach to gifted learning.

Identification

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Gifted & Talented Protocol & Considerations

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Instruction

Continuum of Services & Considerations

Gifted education services include a range and variety of services to address student needs, and may be delivered within the student's regular classroom, in classrooms at other schools, in resource rooms, and in special classes. Programming is linked to identified student strengths, with options and strategies matched to the identified academic and affective needs of students. Balanced programming means including the four components below in order to provide for the needs of gifted and talented students.

At KIPP NJ, services may be provided in a continuum of programs:

Resource Room or Pull-out (K-12): Resource rooms or pull-out programs allow gifted students to meet with intellectual peers to work on critical thinking and problem-solving skills, to address community problems or to work on challenging curriculum extension. Enrichment programs are widely used in a resource room. Students are guided through independent investigations through in-depth concept development. Enrichment should be well-articulated and extend the regular curriculum. This can be accomplished by adding depth and rigor to existing topics covered in content courses via independent research, extension through blended learning, or related activities for gifted learners.

Advanced Content Class for Gifted and Non-Gifted Students (6-12): Self-contained content classes provide challenging and more in-depth work in a specific content area. It is important



Gifted & Talented Protocol & Considerations

to ensure that students in these classes are placed because it is an area of personal strength rather than a placement because of the student's gifted status.

Cluster Grouping: Cluster grouping may be an effective way to meet the needs of learners in situations where a small number of students need to be served, and a full-time class is not warranted. In this case, a cluster of students with similar abilities are grouped together with a teacher who then designs learning activities and projects to meet their needs.

In Class Supports: The frequency and intensity of support facilitation can vary based upon student's and/or educator's need for assistance. Services may include revised lessons, independent research, extension through blended learning, or related activities for gifted learners.

Dual Enrollment/Virtual course: In this setting, students will receive a more rigorous and/or accelerated curriculum through blended learning. This could mean that a student is dually enrolled in both the grade level course and a blended learning course or that they are replacing their grade level course with an online alternative.

| Resource Room or Pull-out (K-12) | Advanced Content Class for Gifted and Non-Gifted Students (6-12) | Cluster Grouping | In Class Supports | Dual Enrollment/Virtual courses |
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| This may look like... | | | | |
| <ul style="list-style-type: none"> The setting is somewhere other than the general education classroom for the special instructional period. Curriculum should have an academic content-based foundation and focus on activities as related to the EPs of the students. | <ul style="list-style-type: none"> Students are grouped on the basis of achievement and interest in specific content areas; the class may include students who have and who have not been identified as gifted. | <ul style="list-style-type: none"> Identified gifted students with strengths in the same content area(s) are placed as a group- typically three to six identified students with similar strengths-into an otherwise | <ul style="list-style-type: none"> The teacher provides services one-on-one. The teacher meets with an individual student or small group of students within a traditional classroom but not as a co- teacher. The teacher of the gifted provides support for the | <ul style="list-style-type: none"> Individual gifted student EPs should document (a) reason(s) the student needs a more advanced curriculum than could be provided on the school campus, (b) learning objectives for the gifted student, (c) dates |

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| <ul style="list-style-type: none"> • Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum. • The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility. | <ul style="list-style-type: none"> • The gifted-endorsed teacher must clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals. • This could include AP courses for students in high school. | <p>heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength.</p> <ul style="list-style-type: none"> • Classroom teacher has the gifted endorsement in addition to the required certification. • The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals. | <p>gifted students' achievement in the general classroom.</p> <ul style="list-style-type: none"> • Gifted-endorsed teacher, general classroom teacher and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student. • The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts. • The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with | <p>and amount of time (in segments) the student will participate in the joint enrollment arrangement, and (d) means by which the gifted student's learning will be assessed.</p> |
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Gifted & Talented Protocol & Considerations

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| | | | teachers and students identified as gifted as needed. | |
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Curriculum Considerations

Because our gifted learners have unique needs, there may be times when teachers must differentiate, replace, supplement, compact and/or modify curricula to facilitate higher-level learning goals for gifted students. However, gifted students are still required to meet the content standards for their grade. Therefore, changes in curriculum should supplement and not replace grade-level content.

Using KIPP NJ’s Scope & Sequence for student learning as a guide, any differentiation in curriculum should enable gifted students to meet or exceed state standards with development of critical and creative thinking, problem-solving and research skills, advanced content and authentic products. This approach to differentiation may include:

- Advanced content using differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners.
- Acceleration of standards that provides greater complexity, deepening the challenge level and providing creative opportunities.
- Inquiry-based instructional strategies and performance tasks that are engaging to gifted learners.
- Utilization of differentiated materials and technology.

For the 2020-2021 school year, the following will be curricula utilized to focus on grade-level and advanced instruction:

| | Addressing Grade Level Instruction | Addressing Individualized Learning (Advancement for Gifted Students) |
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| <u>K-2</u> | ELA: Phonics: F&P IRA: F&P Writing: KIPP NJ Curriculum | ELA: GR: F&P IR: RAZkids |
| | Math: | Math: |

| | Eureka & CGI | iReady |
|-------------|---|---|
| 3-4 | ELA: Close Reading: Wheatley Writing: KIPP NJ Curriculum | ELA: GR: F&P IR: RAZkids |
| | Math: Eureka & CGI | Math: iReady |
| 5-8 | ELA: Wheatley | ELA: GR: F&P IR: myON |
| | Math: Khan Academy Eureka (5) & Open Up (6-8) | Math: iReady |
| | Science: Amplify | Science: Amplify |
| | Social Studies: KIPP NJ Curriculum | Social Studies: Newsela |
| 9-12 | ELA: HS English Courses: KIPP-NJ created curriculum centered around a key text or novel each quarter, reduced S&S HS Composition Courses: AF Composition curriculum, adjusted for remote setting and reduced S&S | ELA: MobyMax - vocabulary & grammar |
| | Math: Current Curriculum non-AP: IM | Math: Khan Academy Mathspace |
| | Science: KIPP Foundation AP for All curriculum in all HS Science courses (<i>**except AP Physics & AP Chemistry--not provided by Foundation</i>) | Science: Nearpod PHET resources Khan Academy Edpuzzle |
| | History: KIPP Foundation AP for All curriculum in all HS History courses | History: Khan Academy Newsela |

Acceleration Considerations

Acceleration should be an essential element of gifted curriculum and instruction. Forms of acceleration may include:

- Grade-skipping
- Continuous progress
- Self-paced instruction
- Subject-matter acceleration/partial acceleration
- Combined classes
- Curriculum compacting
- Telescoping curriculum
- Mentoring
- Extracurricular programs
- Correspondence Courses
- Early graduation
- Concurrent/dual enrollment
- Advanced Placement
- Credit by examination
- Acceleration in college
- Early entrance into middle school, high school or college

A flexible instructional pace allows for accelerated learning, as appropriate. Accelerative opportunities should be provided for early entrance to middle and high school; subject and grade skipping; and early matriculation to college. Learning opportunities should consist of an advanced continuum of differentiated curricular options, instructional approaches and 'resource materials. Specific acceleration options for high school students include AP, IB, AICE, Credit Acceleration Program, dual enrollment, early admission and virtual classes. While these are not gifted-specific services, it could be determined by the team that these classes meet the academic needs of the student.

Professional Development

Professional development is our opportunity to continue to develop skills and share best practices. In order to improve our skills and find opportunities for more robust development, we will be investigating additional opportunities than those included below in the 2020-2021 school year.

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| For Teachers | <ul style="list-style-type: none">● One Team, One Sound Professional Development: Monthly development focused on our academic priority, "Prepare for the Extraordinary," which focuses on engaging & rigorous academics● Content Team meetings: Weekly development time focusing on trend level |
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| | <p>and individual student data in order to refine practice and inform instruction</p> <ul style="list-style-type: none"> ● Regional PD Days: These sessions are aligned to regional priorities and allow teachers to collaborate and strengthen teaching practice. |
| For Educational Services Staff | <ul style="list-style-type: none"> ● One Team, One Sound Professional Development: Monthly development focused on trends in practice and allowing exceptional staff to share best practices. ● Regional PD Days: These sessions are aligned to regional priorities and allowing staff to collaborate with the schools they support. ● Individualized attendance to grade level meetings to discuss and inform grade level teammates on students’ current goals and supports. |
| For School Leaders | <ul style="list-style-type: none"> ● Leading For Learning: Ongoing Professional Development for School Leaders & APs will occur two days per quarter and will focus on our academic priority, “Prepare for the Extraordinary,” which focuses on engaging & rigorous academics. ● Coaching & Strategy Sessions: Monthly development sessions where members of the network Teaching & Learning Team and school leadership teams engage in the following activities together: <ul style="list-style-type: none"> ● data review and analysis, ● content team planning and/or observation, ● O3 planning and/or observation, ● classroom observations and debriefs, ● leading professional development / content teams, ● action planning from QA data, ● and other actions designed to develop a leader’s instructional leadership capacity ● AP Cohort Meetings: Twice monthly sessions for each group of APs (by grade level band and subject) with a focus on content, data, coaching, and collaboration. |

Complaint Process

- Any person with a grievance may file a formal complaint with the school board. The board shall issue a decision, in writing, to affirm, reject, or modify the district’s action in the matter. The individual may then file a petition of appeal of the board’s written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.18A:6-9 and the procedures set forth in State Board of Education regulations.