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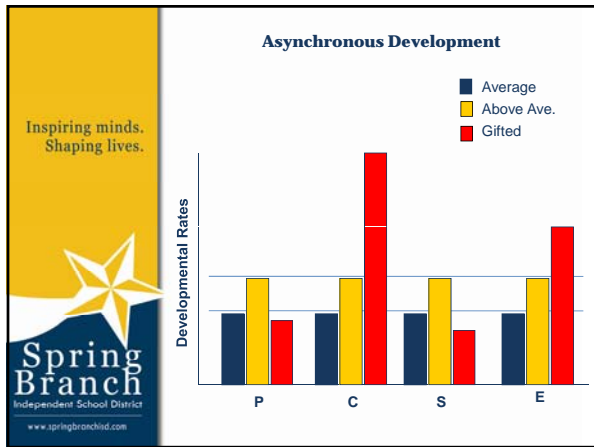
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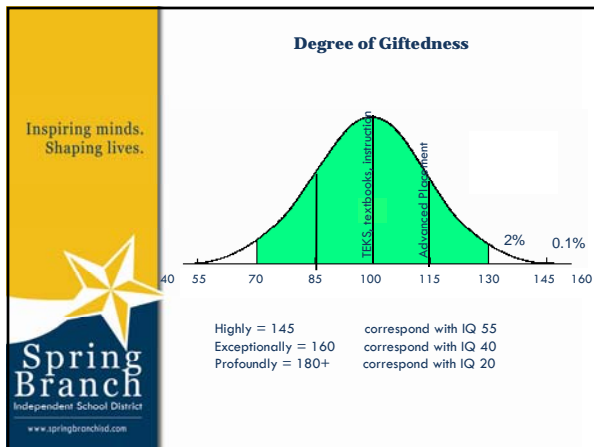
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**Highly, Exceptionally, & Profoundly Gifted**

- **Different level of giftedness**
  - Highly = 145 correspond with IQ 55
  - Exceptionally = 160 correspond with IQ 40
  - Profoundly = 180+ correspond with IQ 20
- **Characteristics**
  - Prefers one-on-one play situations
  - Needs paired learning opportunities with intellectual peer
  - Requires behavior management approaches that appeal to reason, not rely on consequences
  - Prefers older playmates or adults
  - Intensely sensitive to social and moral justice issues
  - Requires rapid pace and minimal repetition for retention of new learning
  - Intensely focused; resists interruptions
  - Loves reading, numbers, and computers
  - Applies powerful reasoning and conceptualization to everything (academic and not)

*Inspiring minds. Shaping lives.*

Sheely & Silverman, "Defining the Few" and Rogers, "What Makes the Highly Gifted Qualitatively Different" in High IQ Kids

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**Current Services**

- **SBISD HG Students**
  - 09-10
    - 5 elementary HG students
      - HG pull-out for 4 with contracted specialist
      - Specialist worked with teachers
      - Single subject acceleration
    - 1 secondary HG student (monitored)
  - 10-11
    - 4 elementary HG students
      - Grade skip
      - Single subject acceleration
      - Pull-out for 1 with contracted specialist
      - Specialist working with teachers
    - 2 elementary HG students chose home school
    - 2 elementary HG students attend Rainard
    - 2 secondary HG students (monitored)
- **With continued acceleration will graduate very early**
- **Lack peer support and good "fit" for whole child**

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**Needed Services**

- **Asynchronous development = variety of needs**
  - Cognitive needs vary
    - 3<sup>rd</sup> grader needs:
      - Algebra
      - 5<sup>th</sup> grade science
      - 4<sup>th</sup> grade reading
      - 3<sup>rd</sup> grade social studies
    - Out of sync with physical needs
- **Group by readiness NOT age**
  - Differentiated Learning Plans based on out-of-level testing and criterion referenced testing
  - Pace, depth, & complexity tailored to HG learning
  - Online math instruction facilitated by teacher
- **Affective support**
  - Need a place to fit
  - Service learning component
- **Highly trained teachers**

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**School for Highly Gifted Students**

- **Only public school of its kind in Houston**
  - Private School Competition
    - Rainard School for the Gifted
    - The Rubican Academy
- **Open in 2011-2012 for K-4**
  - Expect approximately 30 students
  - Expand up as students age
  - Welcome out of district students (as space allows)
- **School within-a-school format**
  - Director
  - 3 Teachers
- **Multi-age setting**
  - Individualized learning

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**History**

- **Task Forces**
  - Recommended by 2005 Elementary GT Task Force
  - Written into AAS Five-Year Plan by 2007 AAS Task Force
  - Formed Highly Gifted Program Task Force March 2009
- **Research**
  - Book Studies
    - High IQ Kids
    - Teaching the Digital Generation
  - Extensive review of programs across the U.S.
  - Conference attendance – TAGT & NAGC
  - Ongoing support from Davidson Academy, Reno
  - Site visits
    - SEGA, MOSAICS, PEGS – St. Louis
    - LEAP – Carrollton-Farmers Branch

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**Community Forums**

- **April 2010 community forums**
- **Parents invited**
  - Referral pool of 33 with 140+ in subtest of GT testing
  - Davidson Institute Young Scholars network
  - Texas Parents of Profoundly Gifted network
  - Houston Area Cooperative on the Gifted and Talented
- **Interest forms for 25 children total - 7 out of district**

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**Specialized Staff**

- **Director**
  - Promote the school
  - Oversee development of expansion to secondary
  - Extreme level of parent interaction
  - Counsel parents and students
- **Assistant Director (secondary expansion)**
  - Oversee integration for electives
  - Provide college and career counseling
  - Facilitate mentorship and research opportunities
- **Teachers**
  - 10-12 students: 1 teacher preferred
  - Certified in Gifted Education
  - Certified for both elementary and secondary

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**Eligibility & Expansion**

- **Eligibility**
  - IQ of 145 or higher (WPPSI, WISC, SB, RIAS)  
AND
  - 145 standard score on achievement test (KTEA, WIAT, WJIII Ach)
- **Other Programs**
  - Temple: 21 (1<sup>st</sup>-5<sup>th</sup>) in 1<sup>st</sup> year
  - MOSAICS: 7 (1<sup>st</sup>-3<sup>rd</sup>) to 24 to 45 (1<sup>st</sup>-6<sup>th</sup>)
  - Paradise Valley Unified: 25 (4<sup>th</sup>-6<sup>th</sup>) to 102 (1<sup>st</sup>-6<sup>th</sup>) in 7 years
  - PEGS: 5 to 106 (1<sup>st</sup>-12<sup>th</sup>) in 18 years
  - LEAP: 50 (1<sup>st</sup>-6<sup>th</sup>) to 240 (K-12<sup>th</sup>) in 24 years
- **Expected Growth**
  - 10 students/year
  - 1 additional teacher/year
  - Parents are likely to move to SBISD for the school

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Elementary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Grade Levels	K-4	K-5	K-5	K-5	K-5	K-5	K-5	K-5
# students	30	40	50	55	60	60	60	60
# classrooms	2	3	3	3	4	4	4	4
Student:Teacher	10:1	10:1	10:1	11:1	10:1	10:1	10:1	10:1
Administration	Director							
	Administrative Assistant							
Teachers	LA/SS tchr (K-8)							
	Math tchr (K-12)							
	Sci tchr (K-12)							
	Math tchr (K-12)							
	Sci tchr (K-12)							
	LA/SS tchr (K-12)							
Secondary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Grade Levels			6-7	6-8	6-9	6-10	6-11	6-12
# students			20	25	30	40	50	60
# classrooms			2	2	3	3	4	4
Student:Teacher			10:1	12.5:1	10:1	10:1	10:1	10:1
Administration	Asst. Dir.							
Teachers	LA/SS tchr (sec)							
	Math/Sci tchr (sec)							
	Sci tchr (sec)							
	Math tchr (sec)							
	LA/SS tchr (sec)							
	Sci tchr (sec)							

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**Location**

- **Elementary - Valley Oaks Elementary**
  - Supportive staff
  - Building is 100 under capacity
  - School for Highly Gifted could be considered in construction
- **Secondary – Westchester Academy**
  - 6<sup>th</sup>-12<sup>th</sup>
  - Culture supportive of differences
  - Building is 400 under capacity

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**Sample Secondary Core Schedules**

- **Marco**
  - Age 15 (peers 10<sup>th</sup> gr)
  - Officially 10<sup>th</sup> grade
  - English II
  - U.S. History
  - Physics II
  - Math via university
- **Lillian**
  - Age 12 (peers 7<sup>th</sup> gr)
  - Officially 9<sup>th</sup> grade
  - English II
  - World Geography
  - Algebra II
  - Chemistry
- **Toni**
  - Age 11 (peers 6<sup>th</sup> gr)
  - Officially 6<sup>th</sup> grade
  - 8<sup>th</sup> grade ELA and SS
  - Algebra II
  - Biology

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**Particulars**

- **Courses built around student need**
  - Small groups of student in the same courses
  - Small groups for thematic discussions across courses
  - Same graduation requirements as any other school
  - No weighted grading
- **Lottery if demand exceeds limits due to staffing**
- **No transportation provided**
- **School Director reports to Director of Advanced Academic Studies**
- **Seek partnership with Rice or other university**

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**Budget Estimates**

# Students	Year 1 30	Year 2 40	Year 3 70	Year 4 80	Year 5 90	Year 6 100	Year 7 110	Year 8 120
Payroll	\$307,500	\$375,435	\$656,172	\$675,857	\$834,441	\$925,553	\$1,021,380	\$1,112,125
Administrative	\$9,000	\$10,000	\$12,500	\$13,500	\$15,500	\$14,000	\$14,500	\$15,000
Instructional	\$37,250	\$48,100	\$58,590	\$83,210	\$100,330	\$118,950	\$137,570	\$159,190
Technology		\$1,741	\$8,501	\$12,111	\$41,023	\$27,616	\$39,131	\$24,733
Subtotal	\$353,750	\$448,276	\$735,763	\$784,678	\$991,293	\$1,086,119	\$1,212,582	\$1,318,047
Per Student	\$11,792	\$11,207	\$10,511	\$9,808	\$11,014	\$10,861	\$11,023	\$10,984
Start-up	\$59,865		\$46,250					
Contingency	\$88,438	\$112,069	\$183,941	\$196,170	\$247,823	\$271,530	\$303,145	\$329,512
Total	\$502,053	\$560,345	\$965,954	\$980,848	\$1,239,117	\$1,357,649	\$1,515,727	\$1,647,559

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**Spring  
Branch**  
Independent School District  
[www.springbranchisd.com](http://www.springbranchisd.com)

**Giftedness doesn't know rich or poor; neither should access to appropriate academic environments...**

**Recognizing that there are many more similarly gifted children out there unable to afford access to such an environment, it is frustrating to think about missing the opportunity to have a school available where all highly gifted kids from all socioeconomic backgrounds can interact with each other.**

— Jon & Paige Larrabee

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## **Spring Branch ISD School for Highly Gifted Students Proposal - Summary**

The mission of the Spring Branch ISD School for Highly Gifted Students is to provide highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths and interests.

There are no public programs or schools designed specifically to meet the needs of highly, exceptionally, and profoundly gifted students in the Houston area. These students, who have IQs of 145 or higher, are as different from average students as students with IQs below 55. Being so different from average creates educational needs that are extremely difficult to meet, even within the regular GT program. Parents of highly gifted children are desperately seeking appropriate educational settings for their children. By creating a school-within-a-school for this specific population, SBISD will be filling a great need for students across the Houston area. The school will attract students from private schools and other school districts.

### **Key Points**

- Open in 2011-2012 for students the appropriate ages to be in grades K-4. Extend ages served each year.
- Use a school-within-a-school format with a separate director and core teaching staff for the School for Highly Gifted Students.
- Provide individualized instruction at the appropriate pace, depth, and complexity needed by highly gifted students in a multi-age setting.
- Meet students' affective needs by providing a true peer group and service learning opportunities.
- House the K-5 school within Valley Oaks Elementary and the 6-12 school within Westchester Academy.

This school was first recommended in 2005 by the Elementary GT Task Force. A second task force with predominantly new members recommended it again in 2007. Based on the experiences of other public school districts in urban areas (Carrollton-Farmers Branch in

Carrollton, TX and Paradise Valley Unified in Scottsdale, AZ), the school will grow as it attracts families to the district. Opening a school designed specifically for highly gifted students will demonstrate that SBISD is committed to meeting the educational needs of ALL students.

# **Spring Branch ISD School for Highly Gifted Students**

## **Proposal**

### **Mission and Goals**

The mission of the Spring Branch ISD School for Highly Gifted Students is to provide highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths and interests.

The goals of the Spring Branch ISD School for Highly Gifted Students are:

- To provide students an opportunity to learn with intellectual peers;
- To provide a Differentiated Learning Plan (DLP) that appropriately challenges each student's abilities allowing her/him to engage in the curriculum at a pace and depth consistent with the student's knowledge, skills and personal motivations;
- To allow students the opportunity to identify and develop their unique talents and skills at an advanced level and be supported by teachers, professors and other experts in their fields of interest;
- To provide students a learning environment that recognizes their social emotional needs and fosters leadership, integrity, personal responsibility, conscientious citizenship, understanding and an appreciation of individual differences, along with respect for others;
- To provide students counseling and guidance in the graduation pathway, the college application process, and career planning;
- To engage parents in the learning process and provide opportunities for understanding and nurturing their children.

### Need

There are no public schools or programs in the Houston area designed specifically to meet the academic, intellectual, and social emotional needs of highly, exceptionally, and profoundly gifted students. It is extremely difficult, if not impossible, to fully meet these students' needs within the regular classroom or within the current gifted and talented program (SPIRAL). These students are an unusual subgroup of gifted students. Students score in the highly gifted range at

a ratio 1:1000. As IQ increases, so does the rarity of a student scoring at such an unusual level. In the field of gifted education, the majority agree on the following designations (Gross 7; Sheely and Silverman 7):

- Highly gifted            IQ of 145 – 159
- Exceptionally gifted    IQ of 160 – 179
- Profoundly gifted      IQ of 180 +

There are highly gifted students enrolled in SBISD and living within the district. In the 2010-2011 school year, there are six students enrolled in SBISD that have documentation to indicate they are highly or exceptionally gifted. Two additional students left SBISD in 2009-2010 to be homeschooled and two others currently attend Rainard School for the Gifted. A review of the GT evaluation data from 2007-2008, 2008-2009, and 2009-2010 reveals 77 students who have group administered abilities scores of 140 or higher in at least one subtest. Of these, 33 are in the grade level range for the proposed school. Certainly all of these students will not be determined to have an IQ of 145 or higher, but this is a sizable referral pool.

The highly gifted population has needs as great as students served in separate classrooms within special education. The need for special services comes from being significantly different from average. The level of educational need of *highly* gifted students corresponds with that of students with an IQ of 41 to 55. *Exceptionally* gifted students' needs correspond with those of students with an IQ of 21 to 40, while *profoundly* gifted students' needs correspond with those of students with an IQ of 20 or below. We do not expect the needs of students with an IQ of 55 or below to be met in the regular classroom or a mixed ability classroom (such as Pre-AP/GT). We have very specialized services and settings for these students, depending upon the severity of the needs. However, we have no such differentiated services or settings for the corresponding population among the gifted who have equally great needs.

Part of the difficulty in meeting the needs of highly gifted students is their asynchronous development. The development of gifted children is out of sync; different aspects of gifted children develop at different rates. There is a mismatch between the intellectual age and the physical age of most gifted children (Silverman 39). The higher a child's IQ, the more dramatic

this asynchrony. A highly gifted eight year old may need high school level language arts instruction at the same time she needs health fitness with other eight year olds and mathematics instruction at the 5<sup>th</sup> grade level. At one time, a single student is operating at different developmental ages cognitively, socially, emotionally, and physically. In addition, there can be great variance within the cognitive domain according to subject area.

Currently, we meet the needs of highly gifted students through a combination of single subject acceleration and grade skipping. This type of acceleration is a well documented, successful, cost-effective strategy for meeting the academic needs of gifted children (Colangelo, Assouline, and Gross 1: 2). Acceleration meets the academic needs of typical gifted students and can also address some social emotional needs. It is a much better option than requiring gifted children to remain in classrooms where they have mastered all or most of the content to be presented. According to Karen Rogers' work, however, gifted children make the most academic growth when grouped together in stand-alone classrooms as they facilitate students' access to advanced curriculum (2002, 212-215). Highly gifted children have more extreme needs than typical gifted students. Even when accelerated into a higher grade level for instruction, highly gifted students will learn at a significantly faster pace and depth than the students around them. Putting a highly gifted student in a classroom with older students does not meet his pacing needs or his ability to deal with a subject in depth. The student continues to be quite different from classmates in all settings.

Highly, exceptionally, and profoundly gifted students have trouble finding a setting that fits. They do not fit with their age peers and they do not fit with the students in accelerated classes. They also do not fit among the general gifted population. "...placing PG [profoundly gifted] children in a classroom in which they have no true peers causes great social angst" (Walker 111). Grouping highly gifted children allows them to feel valued and normal (Neville 165). A school where highly gifted students can learn together, with others who are similarly different from average, with curriculum that is individualized in pace and depth, is much more likely to meet these students' exceptional needs. It is a setting in which it's possible to provide what Rogers describes as key while avoiding "social angst". "The keys to schooling these children are to link them whenever possible with others closest to them in intellectual functioning; to provide

consistent, daily challenge with appropriate pacing and little practice; and to accelerate their exposure to content and skills they will need to be successful in college and in their adult lives” (Rogers, 2007, 99).

#### Conflicts with other programs

Creating a school for highly, exceptionally, and profoundly gifted students will not conflict with any other program. The current GT program will continue to serve gifted students. Highly gifted students will not attend the SPIRAL at Bendwood program, but the SPIRAL program will continue to serve other GT students throughout the district. The Texas State Plan for the Education of Gifted/Talented Students (TEA) requires GT programs to provide “an array of learning opportunities that are commensurate with their abilities” (8). The needs of gifted students are as varied as students served by the Special Education Department. SBISD provides an array of services and settings (learning opportunities) for students with varied disabilities and needs. By expanding our GT services to include those specifically designed for highly, exceptionally, and profoundly gifted students, SBISD will be providing an array of services and settings to meet the varied needs of gifted students.

#### Research

In 2005, the Elementary GT Task Force recommended a school-within-a-school be developed to meet the needs of highly gifted students. This task force was made up of parents, principals, teachers, and other district administrators. They made a number of recommendations to improve the GT program in SBISD and many were implemented. The school for highly gifted students was not. In 2006-2007 another task force was formed to develop a five year improvement plan for the Advanced Academic Studies (AAS) Department. This task force also included a wide range of stakeholders. Their work was facilitated by Dr. Joyce Juntune of Texas A&M University. This task force included a school for highly gifted students in the plan they developed. As a result of its inclusion in the SBISD Five-Year Educational Plan, the Highly Gifted Program Task Force was formed in March 2009.

The Highly Gifted Program Task Force began by conducting an internet search for schools designated specifically for gifted children. This initial research investigated the ages served,

entrance requirements, program design, and curriculum for each school. At the same time, the task force conducted two book studies. First the task force read *High IQ Kids* by Kay, Robson, and Brenneman. Second they read *Teaching the Digital Generation* by Kelly, McCain, and Jukes. Deeper investigations were conducted for programs with clear purposes and an academic focus (as opposed to a social emotional focus). Lynette Breedlove and Barbara Cofer conducted site visits at three schools for highly gifted students in St. Louis (in conjunction with the National Association for Gifted Children conference). Several task force members traveled to Carrollton-Farmers Branch to view LEAP, their program for highly gifted students. The group spoke extensively with Gerry Charlebois, the Director of Advanced Studies, and toured various classrooms for highly gifted students at all levels. Finally, the task force participated in a phone conference with the leadership of the Davidson Academy in Reno, Nevada. The Davidson Academy is a public school for highly gifted students in Nevada. It serves students who are working at a secondary level. The Davidson Academy was developed through the Davidson Institute for Talent Development which extensively supports highly gifted students and their families across the United States.

The task force included parents of highly gifted students and a university professor with great expertise in the topic. The input of these important task force members contributed greatly to the group's work.

### **School Structure**

The School for Highly Gifted Students will be a school-within-a-school. It will have a dedicated director and teaching staff for core content areas, with a student to teacher ratio between 10 and 12 to 1 due to the extreme level of individualization required. The placement of the School for Highly Gifted Students within an existing campus is cost effective as it will allow the small, specialized program to utilize host campus services and faculty for other student needs such as meals, access to a nurse, specials and electives. Highly gifted students will also have opportunities to interact with age peers in these shared settings.

### Thematic focus

Instruction will be highly individualized to meet the extreme variance in academic needs of the students. Students will be provided instruction according to readiness, rather than age. Highly gifted students need facilitation in their learning more than direct instruction. Curriculum will be built around in-depth research, interdisciplinary instruction, project and experience based learning, and provide students choices. By grouping highly gifted students together, students will have the opportunity to explore content at great depth and complexity.

### Grade levels

In 2011-2012, the school will open to serve students the appropriate ages to be in grades K through 4, with students not yet fully enrolled as 5<sup>th</sup> graders. Each year thereafter, the school will expand to serve an additional grade level age student (i.e. K-5 in 2012-2013). Students will be in multi-age settings, much like a one room school house. Students will progress at independent rates with instruction that focuses on depth, complexity, and readiness, rather than simple acceleration. The school will operate largely without grouping by grade level designations.

The task force feels strongly about offering students a range of graduation options. If students are simply accelerated through the current Pre-AP and AP curriculum via a series of single-subject and whole grade skips, highly gifted children will graduate quite early (age 14, for example). While this is appropriate for some highly gifted students, it may not be the preference for many. Curriculum will be specifically designed to provide an appropriate pace and depth of learning. Many opportunities for in-depth study of student selected topics will be woven into the curriculum. Through the use of differentiated learning plans designed by the student, parents, and teachers, instruction will be tailored to the student. The School for Highly Gifted Students will provide multiple graduation pathways for students including transition programs (university programs designed for students of middle school age), early entrance to college (university programs that allow students entry without high school graduation), early graduation, and traditional age graduation. Davidson Academy of Nevada specifically advised against designing a school in which most students graduate early. In their experience, many universities are not open to drastically underage students. Rather, they want to see students who have taken

advantage of many, varied opportunities. Like the Davidson Academy, the SBISD School for Highly Gifted students will give students the opportunity to go well beyond state standards to study deeply, develop expertise, and investigate a wide range of disciplines.

### Size

The school will open in 2011-2012 with up to 30 students. Based on data from various programs, rapid growth is expected. LEAP in Carrollton-Farmers Branch, a district similar to ours with a population of 26,000 students, serves 240 students K-12. The Self-Contained Gifted Program in Paradise Valley Unified (Phoenix, AZ) served 85 students 1<sup>st</sup>-6<sup>th</sup> grade last year and is opening a second location due to demand. PEGS, a highly gifted program that serves students from 20 districts in the St. Louis area, includes 106 students K-12. Finally, MOSAICS in Parkway (St. Louis, MO) opened with 7 students 1<sup>st</sup>-3<sup>rd</sup> in 2008-2009. They have 45 students enrolled for 1<sup>st</sup>-6<sup>th</sup> this year.

Highly, exceptionally, and profoundly gifted students are difficult to serve in a traditional school system. Rainard School for Gifted Students is the only private school in the Houston area designed specifically to serve gifted students and requires a 135 IQ for entrance. Many parents have tried a wide variety of public, private, and charter schools looking for a good educational fit for their exceptional children, only to decide to homeschool as a good fit is very difficult to find. It is very likely that a public school program designed specifically to meet the needs of this population will draw students to SBISD from homeschooling and private schools.

### Home students

The School for Highly Gifted Students will serve all students in SBISD who qualify for the services offered. Students who choose to attend will be enrolled in the school for highly gifted students; it will become their home campus.

### Potential external students

This school has great potential to attract students from outside Spring Branch ISD. The task force feels strongly about accepting transfers from outside the district for those students who qualify for the specialized services offered. Available spaces will be given to SBISD residents

first, then those living outside the district. SBISD residents must make up the majority of the students. Unlike our usual transfer students, students who transfer in to the School for Highly Gifted will be allowed to stay in the school through graduation. Once enrolled, transfer students will not be denied access to the school based on space. It will be very difficult for students to transfer to a regular school setting once enrolled in this highly specialized school. Students will be working at different levels in different subject areas which will be difficult to translate into a grade level for traditional school settings.

Siblings of enrolled transfer students will be eligible to apply for out of district transfers to the host campus as space allows. Siblings will be subject to space limitations and the usual rules for transfers.

#### Target students

Only students who qualify according to the specified standards and procedures will be accepted to the school for highly gifted students. The task force recognizes the expertise and experience the Davidson Academy of Nevada has in serving highly gifted students and therefore recommends establishing similar criteria for eligibility in the SBISD school. Students will be required to qualify through the SBISD GT Evaluation Process, have documented IQs of 145 or higher, and have standard scores of 145 or higher on individually administered achievement tests.

#### Application process

An additional level of evaluation will be added to the current GT Evaluation Process in SBISD. In Level 1 of the current process, qualitative data from three sources (student/parent, classroom activity, and teacher) are collected. Those students who have data indicating potential giftedness go on to Level 2. In Level 2, students are administered a norm-referenced abilities test. Those students who have a preponderance of evidence (Level 1 and Level 2 data) indicating a need for GT services are identified as GT by subject area.

To identify students as highly gifted, a third level will be added to the process. Students who have a subtest score of 140 or higher in the Level 2 evaluation will be invited to apply for the

School for Highly Gifted students. Students testing in Spanish with a nonverbal subtest score of 140 or higher or a Spanish subtest score at the 99<sup>th</sup> percentile will be invited to apply for the school. Interviews, IQ testing, and achievement testing will be conducted for those who apply. Testing conducted outside of SBISD that meets specified criteria will be accepted. Level 3 evaluation will be conducted during the school day for students enrolled in SBISD. It will be offered after school and on a Saturday for those outside the district.

Timeline

December 2010	Board Approval
December 2010	Posting for Director of SBISD School for Highly Gifted Students
January 2011	Invitation to Level 3 evaluation of currently enrolled students who meet criteria for application
January 2011	Level 3 evaluation of currently enrolled students who meet criteria for application
January 2011	Posting for teachers
Jan/Feb 2011	Director starts
February 2011	Teachers offered positions
February 2011	Application deadline and interviews of students not enrolled in SBISD
February 2011	Testing of applicants not enrolled in SBISD
March 2011	Interviews and testing of SBISD applicants from 2010-2011 GT Evaluation Process
March 2011	Decision letters sent to all applicants
August 2011	Opening of SBISD School for Highly Gifted Students

Lottery

SBISD does not offer special education services by lottery to those with an IQ below 55. Specialized services for gifted students should be no different. The task force strongly believes all SBISD students who qualify for the School for Highly Gifted Students should have the opportunity to enroll in the school. A lottery will only be used in extreme circumstances until plans for expansion can be revised. SBISD residents will receive available seats in the school before out of district transfers.

### State accountability

State accountability will stay with the School for Highly Gifted Students. Elementary age students will take state accountability tests according to their age unless they have officially skipped grades. Students who are taking courses with End of Course exams will take them as close to the time of course completion as possible, as the state allows. (It is highly likely students will be taking some EOCs while elementary and middle school age.) This is an issue for the Davidson Academy. They have found success with doing a brief test review approximately two weeks before administration of state assessments. Students review the expectations of the state exams to prepare, as they tend to over think problems.

### Internships

Highly gifted students need significant opportunities to study with experts in their fields of interest. The School for Highly Gifted Students will seek to provide middle and high school age students with interest based opportunities for mentorship and internship.

### **Curriculum and Instruction**

Students' academic and intellectual needs will be met through rich curriculum that is individually tailored in pace, depth, and complexity. According to VanTassel-Baska, curriculum appropriate for highly gifted students provides a flexible, accelerated pace and complex learning experiences that are slightly above their tested levels (151). A Differentiated Learning Plan (DLP) will be developed for each student that documents mastered TEKS and provides a plan for instruction. Curriculum will be developed based on the TEKS, proven curriculum for gifted students, teacher expertise, and student need. All of the programs for highly gifted students that were reviewed utilized teacher created curriculum based on state standards.

To provide for the wide variety of need at the secondary level, students are likely to take courses through the Academy of Choice and university partnerships. The teachers at the School for Highly Gifted Students will supervise the online courses and facilitate extensive in-depth studies related to the courses to provide the needed depth, complexity, and pacing students will need.

### Teaching methodologies

Highly gifted students need a facilitator for their learning. The School for Highly Gifted Students will utilize a combination of face to face teaching and online applications to provide appropriate instruction for each student. Curriculum from the College of William and Mary will provide the foundation for instruction in reading and social studies. The curriculum is well researched and proven to be very effective with gifted students. Science instruction will utilize College of William and Mary curriculum along with FOSS kits. For mathematics, curriculum will combine Project M3: Mentoring Mathematics Minds from University of Connecticut, Jiji Math from the Mind Research Institute, the work of Edward Zaccaro, and online math programs such as that offered through EPGY at Stanford.

Large amounts of independent study will deepen students' experiences. However, students will participate in shared learning experiences daily. They will work in small groups with others pursuing the same coursework. In addition, students will work in larger groups on thematic projects and discussions. The themes will serve to connect students' work beyond their immediate courses and will cross grade level and age. These projects and discussions will provide students opportunities to work together within the community of the school in intellectual pursuits, contributing to a shared learning environment and support network. This will complement service learning projects.

### Student growth potential

Measuring academic growth of the gifted is quite difficult. Gifted students are identified as such through extreme scores on nationally normed tests. To determine the level at which a student is functioning academically, out of level tests are necessary. The students must be tested on an assessment designed for much older students. This raises the ceiling of the test. The school will utilize out of level testing to measure growth. Out of level testing will also inform instruction and play a role in the development of the DLP.

### Electives

The school-within-a-school format provides students an opportunity to take specials and electives with the heterogeneous population of the host school. This provides the students

opportunities to interact with age peers. It is also a cost effective way to provide highly gifted students a wide array of elective options.

#### Student leadership opportunities and community service

All students will be expected to participate in community services projects. Both individual and school-wide projects will be conducted. Service learning is an important part of meeting highly gifted students' academic and social/emotional needs.

#### Next level credit

The School for Highly Gifted Students will expand to upper grades as enrolled students age. It is very likely that elementary students will be completing courses for high school credit. Caution will be taken to ensure students receive the appropriate transcribed credit. The task force has set the primary goal of the program to be university success. For that reason, counseling will be provided to ensure smooth transition through the student's selected graduation pathway, be it a transition program (university program designed for students of middle school age), early entrance to college (university program that allow students entry without high school graduation), early graduation, or traditional age graduation.

#### Dual Credit/Advanced Placement

Students will certainly be able to earn dual credit once they have documented mastery of required TEKS within a subject area. It is highly likely students will take online courses through various universities while enrolled in the School for Highly Gifted Students. A student who completes Algebra in fourth grade is very likely to take courses beyond Calculus while still enrolled. Students will be prepared for AP exams in various areas, though they may not take AP courses as typically outlined by the College Board. College credit for courses is based on AP exam scores, not course performance. The College Board allows students to take AP exams without taking the corresponding courses.

#### Social and emotional learning

There are two reasons to develop a separate school for highly gifted students. One is to meet their extreme academic and intellectual needs. The second is to meet their social and emotional

needs. Highly gifted students are a very small part of the population. They are different in many ways from their age peers. Unlike their corresponding population with an IQ of 55 or below, students with an IQ of 145 or higher are keenly aware of their differences. They experience the world differently than age peers, learn differently than age peers, and have very different interests. Highly gifted students rarely have the opportunity to find one another. They do so primarily through participation in summer programs. These programs tend to be quite expensive. Highly gifted students whose parents are unable to afford private school or university summer programs are unlikely to meet truly like peers.

Students must first learn about themselves and their highly gifted peers. Then they will be able to learn to effectively interact with others. Through specials, electives, and community services projects, highly gifted students will have opportunities to learn important communication and social skills necessary to their future success.

## **School Support**

### Campus Improvement Team

This very small school-within-a-school will need its own campus improvement team (CIT) that includes representation from the host campus. The host campus's campus improvement team will need to include a representative from the School for Highly Gifted Students. The two campuses will need to work together in many ways to ensure success of the special program. The host CIT will need to support the placement of the School for Highly Gifted Students on the campus.

### Community Forums

Two community forums were held in April 2010. GT Parent Advisory Committee members and parents of potentially highly gifted students were invited. The Texas Parents of Profoundly Gifted sent their members information about the forums, and Davidson Institute sent information about the forums to parents in the Houston area participating in their Young Scholars Program. Thirty-seven people attended the two meetings.

An overview of the proposed school-within-a-school was presented at the forums. Parents of potentially highly gifted students were encouraged to complete an Interest Form that asked for input, interest level, and contact information. As a result of the meeting and the networking of parents of highly gifted students, we have interest forms from 29 families (two have students out of the opening age range). Parents within the district and outside the district are very interested in the program. They are searching for educational programs that meet the needs of their unusual children.

### Space

To open, the school will need the exclusive use of two classrooms and an office. It is anticipated a third classroom will be needed in Year 3 and a fourth classroom in Year 5. The first choice of location for elementary age students is Valley Oaks Elementary (VOE). Valley Oaks is centrally located and currently has space to accommodate a small school-within-a-school. The expected enrollment for 2011-2012 is approximately 600 students and the campus should be able to accommodate 700. As VOE is on the schedule to be rebuilt, it might be possible to consider the needs of the School for Highly Gifted Students in planning for the new building. The principal of VOE, Gary Henry, is an active member of the task force and understands the need for this specialized school. The current counselor is a former diagnostician with a special interest in gifted education. The campus has the administrative support and the physical space to support a School for Highly Gifted Students.

As the school expands to accommodate students of secondary age, Westchester Academy (WAIS) is the first choice. This campus houses a charter school where differences are appreciated and honored. Currently, two highly gifted middle school students attend WAIS and are thriving. Several gifted students who needed acceleration in mathematics have successfully attended WAIS for instruction. The culture of the school is conducive for hosting a school-within-a-school of unusual students. The community service emphasis and wide range of ages are a match between the two schools. The expansion to secondary age students is expected to occur in the 2013-2014 school year. WAIS enrollment is expected to be under 1100 students and the building capacity is approximately 1500 students. When the school expands to serve secondary students in Year 3, two classrooms and an office will be needed. A third classroom

will need to be added in Year 5 as the secondary enrollment increases and the school expands to the high school level. A fourth classroom will be needed in Year 7.

The second choice of location is to house the School for Highly Gifted Students at Meadow Wood Elementary (MWE) and then expand to WAIS. MWE is expected to have an enrollment of 462 with space to accommodate 700 in the 2011-2012 school year. The proximity of MWE (the original location) and WAIS would make it easier for a single school director to manage both sites.

The third choice of location is to house the school at Valley Oaks for elementary age students, Northbrook Middle for middle school age children, and Spring Woods High School for high school age students. This is the least desirable option for several reasons. First, it will be difficult for a single school director to manage a school located on three separate campuses. Second, staff will need to be hired for each location. Operating on two campuses will limit the number of staff required to serve students at the secondary level as the staff may serve both middle and high school age students. Third, three separate faculties will need to be trained to understand highly gifted students and their needs as it will affect instruction in electives and extracurricular activities.

#### Professional advisory council

A professional advisory council will be assembled to support and guide the expansion and future development of the school. The school director and Director of Advanced Academic Studies will work together to secure the involvement of known experts in the field of gifted education and specialists in meeting the needs of highly, exceptionally, and profoundly gifted students.

#### Volunteers

The school will utilize the help of volunteers to serve as mentors, chaperones, and specialists in various disciplines.

### PTA and parent groups

Parent involvement is a key element to the success of the School for the Highly Gifted. The task force strongly believes the parents of highly gifted children should be viewed as partners in their children's education. Parenting is difficult for parents of average children. It is much more complex when the child is significantly different than average. Parents of highly gifted children have the same trouble as their children in finding a true peer group. It is difficult for them to find others like them, with the same parenting struggles, from whom they can ask advice or share their worries. As Cathy Marciniak writes in *High IQ Kids*, "My life is full of things that other parents can't relate to....They do not have to go through the theological adventures of determining how prayer resembles the Vulcan mind-meld, whether the devil ever has to go to the bathroom, and whether roadkill goes to heaven so the pet dogs up there can have fun chasing it" (18).

A parent support group that follows the SENG model will be established. Supporting Emotional Needs of the Gifted (SENG) is a non-profit organization focused on providing parents of gifted children support. They are an extensive organization whose Board and Advisory Committee are primarily made up of psychologists who are experts in gifted education. They have established guidelines for a model of parent support groups. The groups discuss various topics related to parenting gifted children and are facilitated by trained leaders ("SENG-Model Parent Support"). The School for Highly Gifted Students' parent group will provide parents timely information regarding the research on highly gifted children, parenting tips for this specialized population, and suggestions for meeting their needs at home. It will provide opportunities for parents to gather and discuss their experiences with their children and participate in shared problem solving.

Community events utilizing parent volunteers will be developed to help the community better understand this special population. Parents will play an active role in the development of their children's DLPs so that the school, the student, and the parent are working together.

## **Staffing**

### Staff needed

For the first year of the program, up to 30 students are expected to enroll. The school will open with a director, three teachers, and an administrative assistant. The director will report to the Director of Advanced Academic Studies. From discussions with Gerry Charlebois of Carrollton-Farmers Branch, Dina Brulles of Paradise Valley Unified, and Michelle Ryder of PEGS, it is very important the school have a director who is solely responsible for the school. This person must have a deep understanding of highly gifted students and be very comfortable with high levels of parent interaction. In the programs the task force visited, leaders reported extremely high levels of parent contact. The director will communicate with many parents seeking information about the school, trying to determine if it is a good fit for their children. The director will also have a great deal of interaction with parents of enrolled students. Highly gifted children are intense and usually have parents who have similar characteristics. It is preferable that the director have a degree in counseling as he or she will need to serve in this capacity, as well. It is expected that a single director solely responsible for the school will manage two locations as it expands to include secondary age students.

Teachers will be hired as student enrollment increases to maintain a student to teacher ratio under 12 to 1, with a goal of keeping it close to 10 to 1. This school will be providing highly specialized instruction and services, much like those provided for students in self-contained special education classes. While highly gifted students do not have the need for specialized physical care provided in self-contained special educational settings, they do require individualized instruction from highly trained teachers. SBISD Special Education staffing varies significantly based on the specific type of programming, but is usually below 10:1. The programs for highly gifted students in St. Louis try to maintain a ratio of 8:1. The Davidson Academy plans for a ratio of 12:1 but actually has one full time teacher for every 9.5 students and additional part time teachers who primarily teach elective courses. (See the Staffing Layout and Student Core Course Plans in the Appendix.)

Teachers in the School for Highly Gifted Students will provide instruction for core subject areas. Students will integrate with students from the host campuses to take elective courses. Special

education staff at the host school may be called upon to serve twice exceptional students who enroll in the School for Highly Gifted Students. Twice exceptional students are gifted students with disabilities. Students will primarily be served by teachers within the specialized school, but support services from special education staff may be needed.

The school will open with three teachers. One teacher will be certified in Reading K-8 and Social Studies K-8. The second teacher will be certified in Secondary Mathematics and Mathematics K-8. The third teacher will need the same dual certificates in Science. It is very likely that the math and science teachers will have secondary certificates upon hiring and will need to acquire the elementary certification immediately. As elementary enrollment grows, it is expected that an additional math teacher will be hired in Year 2, a science teacher in Year 3 and a language arts/social studies teacher in Year 5.

In Year 3 when the school expands to serve secondary students, an Assistant Director will be needed to oversee the students and instruction at the second location. As with the director, this person will need to have a counseling degree and preferably experience in college counseling. This person will be responsible for discipline, teacher supervision, parent communication, assessment, mentor recruitment, college and career guidance and planning, and liaising with the host school. Two secondary certified teachers will be hired to open the secondary location. One teacher will be responsible for language arts and social studies, the other for mathematics and science. As the secondary enrollment increases, it is expected that an additional science teacher will be hired in Year 5, a math teacher in Year 6, an English/social studies teacher in Year 7, and a science teacher in Year 8.

#### Non-certified staff

Due to the intense interest and the depth of learning that is typical among highly gifted students, experts in various fields are likely to be utilized to provide specialized instruction for students, under the supervision of the teacher of record. This will include university professors and professionals from various fields. These experts will contribute greatly to students' independent study and research.

### Professional learning community

Due to the specialized nature of the school and the small size, the school's faculty will function as a team, much like a department at the secondary level or grade level team at elementary.

Meeting the needs of the students will require the teachers to act as a team to provide the appropriate interdisciplinary and individualized instruction students require. Teachers will also work with the district support personnel in the various content areas.

Teachers will interact with the host school faculty in professional development and special campus events. It is important that the host school faculty have an understanding of highly gifted students and their needs to support the presence of these students on campus. In addition, electives and specials faculty will need training in meeting the students' needs in their heterogeneous classrooms.

### **Professional Development**

#### Type

The director and teachers at the school will need specialized training in meeting the needs of highly gifted students. In the summer before the school year, faculty will be engaged in book studies and workshops that familiarize them with the curriculum from the College of William and Mary. In addition, they will have the opportunity to connect with teachers at the Davidson Academy and other existing programs for highly gifted students.

#### Experts

Highly, exceptionally, and profoundly gifted students are a very unusual group. Understanding this population is a subspecialty within the field of gifted education. There are several experts currently active in the field with regard to this group. They include:

- Jan Davidson, Davidson Institute for Talent Development
- Shelagh Gallagher, University of North Carolina - Charlotte
- Miraca U.M. Gross, University of New South Wales, GERRIC (Australia)
- Kathi Kearney, Hollingworth Center for Highly Gifted Children, Gifted Development Center
- Karen Rogers, University of St. Thomas (MN)

- Linda Silverman, Gifted Development Center
- Joyce VanTassel-Baska, College of William and Mary

### Teacher externships

It may be possible to arrange teacher externships at the Davidson Academy, particularly for the third teacher who is preparing for the secondary expansion. With such a small, specialized school, externships during the school year would be difficult though not impossible.

### Training for volunteers

Volunteers will need training in the nature and needs of highly gifted students. The school director will arrange this as needed. Volunteers will be welcome at any specialized professional development offered to the teachers by the district.

### Common planning time

Due to the small size of the school, common planning time during the school day is unlikely. After students are dismissed for the day, teachers will be expected to plan together at least once a week.

### **Marketing Plan**

The task force plans to enlist the expertise of the Community Relations Department to market the school. Their success in marketing various programs and initiatives is remarkable. This will also ensure the marketing is consistent with other district initiatives.

### Differentiation

The School for Highly Gifted Students will be a specialized school for a specialized population. The students it serves will differentiate it from anything else in the district. The multiage classrooms, high level of individualization, and extensive use of independent study will be different than other programs offered in the district; however, in many ways, the school will be similar to specialized classrooms within the Special Education program

### Internal marketing

It will be very important to market the school within the district. Teachers who have not encountered this unusual group of students need to understand how they are different from typical gifted students. Through the book studies offered by the AAS Department, a number of teachers have learned about highly, exceptionally, and profoundly gifted students. They clearly see the need for a separate setting designed specifically for the population and view the students' needs in the same way they view the needs of students with IQs below 55.

At the elementary level, information regarding the school will be disseminated through the Elementary Campus GT Coordinators. These educators are leaders on their campuses with regard to the GT program. The AAS Department will provide an electronic presentation that the coordinators will share during a faculty meeting. This method of training and informing teachers has been successful in the past for other aspects of the GT program. For the secondary level, an electronic presentation will be disseminated by the GT contact person on each campus. In addition, a short explanation of the school will be added to all GT professional development presented within SBISD.

### External marketing

The most effective way to market the school is by word of mouth. There is an extensive network of parents of highly, exceptionally, and profoundly gifted children in the Houston area. Texas Parents of the Profoundly Gifted (TPPG) was organized by a parent in Houston. Their purpose is to provide a support group for parents and a peer group for children. The leader of the group is very supportive of SBISD's efforts to provide an appropriate educational setting for these students.

The Davidson Institute for Talent Development (DITD) is an organization that supports highly gifted students and their families. To be a part of their Young Scholars program, a student must have an IQ of 145 or higher. DITD provides a wide array of services, including providing a family consultant who helps families find appropriate educational opportunities. DITD provides the Davidson Academy of Nevada. TPPG and DITD will help us inform parents about the school. They have been in close contact with the task force and are very supportive.

It will also be important to inform local pediatricians about the school. Highly gifted students have remarkable development from birth. They tend to reach developmental milestones much earlier than their age peers. Providing pediatricians information about the school, the services offered, and the developmental traits indicative of the target population will help connect parents to the school.

The GT coordinators and directors through the Houston area are aware of SBISD's efforts to develop a program to meet the needs of highly gifted students. They helped disseminate information about the community forums in April. While they are slightly concerned about losing students, they are keenly aware of the difficulties of truly meeting the needs of the students. As they see they are unable to meet the needs of students, they will refer the parents to our school.

### Competition

There are no public schools in the Houston area that specifically serve highly gifted students. There is one private school in Houston that requires an IQ of 135 or higher to attend. Rainard School for the Gifted is located within SBISD near Sherwood Elementary. It is a small school (under 100 students) that recently expanded to the high school level. Rainard serves a wider range of gifted students than the proposal school seeks to serve. We have several families that have transferred into SBISD from Rainard and some who go back and forth each year. Tuition is \$12,400 - \$13,400 a year ("Elementary and Middle").

### **Evaluation**

Student progress will be evaluated utilizing out of level tests and independent study products evaluated by experts in the field. Each student will have a DLP which will be developed with input from the parent, student, and teacher, based upon assessment data. Monitoring of students' progress relative to their DLPs will inform teachers. Each student will participate in independent study projects similar to those described in the Texas Performance Standard Project developed by TEA. The final product must be presented to evaluators who are knowledgeable about the

topic of study. In addition, students will take age appropriate TAKS and/or course appropriate EOCs. This data will also indicate student progress.

Retention of students in the school will be an important indicator of successful implementation, as will students' performance on assessment data. If students demonstrate a minimum of a year's growth and stay enrolled in the school, implementation will be successful.

### Expansion

The school will serve a greater age range of students as the years progress, adding a grade level each year after opening except in Year 3. In Year 3, the school will open a second location for secondary age students. In this year, it will expand to accommodate students for 6<sup>th</sup> and 7<sup>th</sup> grade. The task force anticipates enrolling an additional 10 students per year at elementary and secondary until reaching an enrollment of 60 students at each level. Enrollment is expected to level off at approximately 120 students, total.

### **Budget** (See the Budget in the Appendix)

The school will need an annual budget. As the school attracts out of district transfers and students from private schools, it will become more sustainable. There are three specific costs that will be associated with the school which would not occur if the students were not brought to a central location. These are the director's salary and benefits, specialized curriculum materials, and professional development. There will be some start-up costs associated with gathering the necessary furniture, equipment, and supplies to begin the school. In addition, there are some expenses that will level out over time to approximately what it would have cost to serve the children without gathering them together. Shifting a couple of students from several campuses increases costs initially. Reducing the enrollment in a grade level on a campus by 1 or 2 is unlikely to have significant impact on the campus's need for teaching units. However, gathering the students centrally creates a need for a teaching unit at the School for Highly Gifted Students. Initially, the teacher to student ratio will be much lower than 1 to 22. However, as the school grows, it is likely to reach the typical elementary classroom size, bringing the cost down to that of providing teachers on their zoned campuses. Finally, there are costs that will be incurred to identify and serve highly gifted students regardless of whether we attempt to serve them on their

home campuses or at this school. These include the cost of online courses (particularly in mathematics), test materials, and test administrators.

### Grants

At this time, the task force is not aware of any appropriate grant sources. The school director and Director of Advanced Academic Studies will continue to search for funding sources. The director will work diligently toward developing a university partner in order to meet the needs of the secondary students. In addition, business partnerships will be sought for mentoring possibilities and funding for technology.

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School for Highly Gifted Students - ESTIMATED Budget

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Elementary Component	K-4, 30 Stu			K-5, 50 Stu	K-5, 55 Stu	K-5, 60 Stu	K-5, 60 Stu	K-5, 60	K-5, 60
Secondary Component				6-7, 20 Stu	6-8, 25 Stu	6-9, 30 Stu	6-10, 40 Stu	6-11, 50 Stu	6-12, 60 Stu
Administrative Staff	2	2	3	3	3	3	3	3	3
Teachers	3	4	7	7	9	10	11	11	12
Students	30	40	70	80	90	100	110	110	120
Classrooms	2	3	5	5	7	7	8	8	8
<b>Payroll</b>		\$307,500	\$375,435	\$656,172	\$675,857	\$834,441	\$925,553	\$1,021,380	\$1,122,125
Director		\$99,000	\$101,970	\$105,029	\$108,180	\$121,425	\$125,068	\$128,820	\$132,685
Administrative Assistant		\$37,500	\$38,625	\$39,784	\$40,977	\$42,207	\$43,473	\$44,777	\$46,120
Teacher 1 – LA/SS (K-8 cert)		\$57,000	\$58,710	\$60,471	\$62,285	\$64,154	\$66,079	\$68,061	\$70,103
Teacher 2 – Math (K-8 & sec certs)		\$57,000	\$58,710	\$60,471	\$62,285	\$64,154	\$66,079	\$68,061	\$70,103
Teacher 3 – Science (K-8 & sec comp certs)		\$57,000	\$58,710	\$60,471	\$62,285	\$64,154	\$66,079	\$68,061	\$70,103
Teacher 4 – Math (K-8 & sec certs)			\$58,710	\$60,471	\$62,285	\$64,154	\$66,079	\$68,061	\$70,103
Teacher 5 – Science (K-8 & sec comp certs)				\$60,471	\$62,285	\$64,154	\$66,078	\$68,061	\$70,102
Teacher 6 – LA/SS (K-8 & sec certs)						\$64,154	\$66,079	\$68,061	\$70,103
Assistant Director				\$88,061	\$90,703	\$93,424	\$96,227	\$99,113	\$102,087
Teacher 7 - LA/SS (sec cert)				\$60,471	\$62,285	\$64,154	\$66,078	\$68,061	\$70,102
Teacher 8 - Math/Science (sec cert)				\$60,471	\$62,285	\$64,154	\$66,078	\$68,061	\$70,102
Teacher 9 - Science (sec comp cert)						\$64,154	\$66,079	\$68,061	\$70,103
Teacher 10 - Math (sec cert)							\$66,079	\$68,061	\$70,103
Teacher 11 - LA/SS (sec cert)								\$68,061	\$70,103
Teacher 12 - Science (sec comp cert)									\$70,103
<b>Administrative</b>		\$9,000	\$10,000	\$12,500	\$13,500	\$15,500	\$14,000	\$14,500	\$15,000
Office supplies (including batteries and ink)		\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Printing/copying		\$1,500	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Professional development		\$2,000	\$2,500	\$4,500	\$4,500	\$5,500	\$6,000	\$6,500	\$7,000
Marketing		\$2,000	\$2,500	\$1,500	\$2,500	\$3,500	\$1,500	\$1,500	\$1,500
<b>Instructional</b>		\$37,250	\$48,100	\$58,590	\$83,210	\$100,330	\$118,950	\$137,570	\$156,190
William and Mary Curriculum (LA, SS, Sci)		\$650	\$0	\$990	\$1,110	\$1,230	\$1,350	\$1,470	\$1,590
Reading materials		\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600
Science materials		\$500	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
EPGY online mathematics programs		\$9,000	\$14,000	\$24,000	\$29,000	\$39,000	\$49,000	\$59,000	\$69,000
TXVSN					\$16,000	\$24,000	\$32,000	\$40,000	\$48,000
Instructional materials		\$1,500	\$2,000	\$3,500	\$4,000	\$4,500	\$5,000	\$5,500	\$6,000
Test materials		\$3,000	\$6,000	\$4,500	\$5,500	\$5,000	\$5,000	\$5,000	\$5,000
Test administration		\$22,000	\$25,000	\$24,000	\$26,000	\$25,000	\$25,000	\$25,000	\$25,000
<b>Technology</b>		\$0	\$14,741	\$8,501	\$12,111	\$41,023	\$27,616	\$39,131	\$24,733
Netbooks (1:1) \$616 expansion/replacement			\$6,160	\$6,160	\$6,160	\$24,640	\$12,320	\$24,640	\$12,320
Yearly netbook technology cost (\$7)			\$210	\$280	\$490	\$560	\$630	\$700	\$770
Replacement Battery (\$75)			\$2,250	\$750	\$2,250	\$750	\$3,000	\$1,500	\$3,000
Technology storage				\$950		\$2,050		\$1,100	
iPod Touches (10 per campus) replacement			\$21	\$21	\$2,411	\$43	\$2,411	\$2,411	\$43
Flip camera (2 per campus) replacement				\$240		\$480		\$480	
ACTIV Boards expansion			\$4,500		\$600	\$9,300	\$600	\$5,100	\$900
ACTIV Expressions replacement			\$100	\$100	\$200	\$200	\$200	\$200	\$200
Laptop expansion/replacement			\$1,500			\$3,000	\$7,500	\$3,000	\$7,500
Desktop replacement							\$955		
<b>Subtotal:</b>		<b>\$353,750</b>	<b>\$448,276</b>	<b>\$735,763</b>	<b>\$784,678</b>	<b>\$991,293</b>	<b>\$1,086,119</b>	<b>\$1,212,582</b>	<b>\$1,318,047</b>
	<b>per student</b>	<b>\$11,792</b>	<b>\$11,207</b>	<b>\$10,511</b>	<b>\$9,808</b>	<b>\$11,014</b>	<b>\$10,861</b>	<b>\$11,023</b>	<b>\$10,984</b>
<b>Start-up</b>									
<b>Administrative</b>		\$6,455		\$4,500					
Office supplies		\$2,000		\$1,000					
Office furniture		surplus		surplus					
Laptop computer		\$1,500		\$1,500					
Desktop computer		\$955							
Marketing		\$2,000		\$2,000					
<b>Classroom</b>		\$12,900		\$10,400					
Classroom furniture (utilize surplus, order specialty furniture)		\$1,900		\$1,900					
Classroom materials		\$2,000		\$1,000					
Teacher Laptop computers		\$4,500		\$4,500					
Printer		\$1,000		\$1,000					
Instructional materials		\$3,500		\$2,000					
<b>Student Technology</b>		\$34,510		\$28,350					
Netbooks (1:1) \$616		\$18,480		\$12,320					
Technology storage		\$1,900		\$1,900					
iPod Touches (10 per campus)		\$2,390		\$2,390					
Flip cameras (2 per campus)		\$240		\$240					
ACTIV Boards		\$9,000		\$9,000					
ACTIV Expressions (1 set per campus)		\$2,500		\$2,500					
<b>Professional Development</b>		\$6,000		\$3,000					
Teacher Professional Development/Curriculum Development		\$6,000		\$3,000					
<b>Subtotal:</b>		<b>\$59,865</b>		<b>\$46,250</b>					
<b>Contingency</b>		\$88,438	\$112,069	\$183,941	\$196,170	\$247,823	\$271,530	\$303,145	\$329,512
<b>Total:</b>		<b>\$502,053</b>	<b>\$560,345</b>	<b>\$965,954</b>	<b>\$980,848</b>	<b>\$1,239,117</b>	<b>\$1,357,649</b>	<b>\$1,515,727</b>	<b>\$1,647,559</b>

Staffing Layout and Student Core Course Plans

Elementary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Grade Levels	K-4	K-5	K-5	K-5	K-5	K-5	K-5	K-5
# students	30	40	50	55	60	60	60	60
# classrooms	2	3	3	3	4	4	4	4
Student:Teacher	10:1	10:1	10:1	11:1	10:1	10:1	10:1	10:1
Administration	Director							
	Administrative Assistant							
Teachers	LA/SS tchr (K-8)							
	Math tchr (K-12)							
	Sci tchr (K-12)							
	Math tchr (K-12)							
	Sci tchr (K-12)							
LA/SS tchr (K-12)								
Secondary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Grade Levels			6-7	6-8	6-9	6-10	6-11	6-12
# students			20	25	30	40	50	60
# classrooms			2	2	3	3	4	4
Student:Teacher			10:1	12.5:1	10:1	10:1	10:1	10:1
Administration	Asst. Dir.							
Teachers	LA/SS tchr (sec)							
	Math/Sci tchr (sec)							
	Sci tchr (sec)							
	Math tchr (sec)							
	LA/SS tchr (sec)							Sci tchr (sec)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Name	Marco											
Age	9	10	11	12	13	14	15	16	17			
Official Grade Level	4th	5th	6th	7th	8th	9th	10th	11th	12th			
English	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV			
Social Studies	5th	6th	7th	8th	World Geog	World His	U.S. His	European His	Gov/Eco			
Math	Algebra II	Statistics	Pre-Calc	Calc BC	Calc III	University	University	University	University			
Science	6th	7th	8th	Biology	Chemistry	Physics	Physics II	Chemistry II	University			

	Lilian										
	6	7	8	9	10	11	12	13	14	15	
Age	6	7	8	9	10	11	12	13	14	15	
Official Grade Level	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
English	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV	University	
Social Studies	3rd	4th	5th	6th	7th	8th	World Geo	World His	U.S. His	Gov/Eco	
Math	3rd	4th	5th	7th	Algebra	Geometry	Algebra II	Statistics	Pre-Calc	Calc BC	
Science	4th	5th	6th	7th	8th	Biology	Chemistry	Physics	Biology II	Chemistry II	

	Toni											
	5	6	7	8	9	10	11	12	13	14	15	16
Age	5	6	7	8	9	10	11	12	13	14	15	16
Official GL	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
English	1st - 2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV	University
Social Studies	1st - 2nd	3rd	4th	5th	6th	7th	8th	World Geo	World His	U.S. His	Euro His	Gov/Eco
Math	1st - 2nd	3rd-4th	5th-6th	7th	Algebra	Geometry	Algebra II	Statistics	Pre-Calc	Calc BC	Calc III	University
Science	1st - 2nd	3rd-4th	5th	6th	7th	8th	Biology	Chemistry	Physics	Chemistry II	Physics II	Biology II