FBISD Gifted & Talented ACADEMY

FORT BEND ISD
GIFTED & TALENTED
MIDDLE SCHOOL ACADEMY
Program Handbook
2026-27

FBISD
INSPIRE • EQUIP • IMAGINE
GIFTED AND TALENTED

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Service Design

Program Mission

The Fort Bend ISD Gifted and Talented Academy will engage students in evidence-based curriculum and rich instructional strategies to differentiate for the academically gifted. The focus of the Academy is to provide challenging learning opportunities and special curricula that modify learning environments to enhance self-awareness, self-efficacy, problem-solving, and the learning of critical/creative thinking skills. The instructional program will emphasize the development, practice, and transfer of advanced knowledge and skills to assist students in preparing for creative and productive careers.

Program Alignment with FBISD's Core Beliefs and Commitments

1. FBISD Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

Gifted students have an unlimited and exceptional ability to learn which is enhanced by the quality of curriculum, personal motivation, and supportive educational and home environments. We must develop critically thinking minds through rigor and authenticity of conceptual ideas and encourage students to take ownership of their inherent intellectual abilities and tendencies for leadership.

2. FBISD Core Belief: We believe student success is best achieved…

A. …through effective teachers who inspire learning.

Commitment: FBISD will recruit, develop, and retain effective teachers.

GTA teachers themselves should be lifelong learners to constantly provide an optimal educational experience for all students. Each teacher is instrumental as a facilitator and developer of meaningful, relevant, and integrated curriculum which engages each learner.

B. …in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/working environment.

School leadership and GTA stakeholders will create an engaging, safe, and challenging environment that nurtures the social, emotional, and academic needs of our students.

C. …by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

GTA students will be prepared for leadership roles in an increasingly complex and technological global society via curricular requirements and programmatic opportunities designed to develop and foster leadership skills.

D. …in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient, and effective learning community.

GTA parents, teachers, and community members will be active partners in the educational experiences of GTA students and be consulted to provide accountability, support and guidance regarding the GTA program.

Program Alignment with FBISD's Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

…equipped with skills for life.

In the GTA, a cross-curricular and concept-based approach to learning gives students the opportunity to develop and apply a variety of meaningful skills that will optimize current and future success.

…a servant leader.

In the GTA, students are encouraged to analyze the role of self in society and to be student leaders. When possible, the GTA curriculum and program will embed service learning that connects students to their community and the larger world based on their passions, interests, and academic pursuits.

…an effective communicator.

In the GTA, the need for communication and positive interaction are embedded through project/problem-based learning initiatives at all grade levels to facilitate students improving their communication skills.

…a critical thinker.

GTA curricula is designed to foster thinking critically across contexts to help students adopt the skills, habits, and mindsets to encourage deep analysis and challenge the status quo.

…a compassionate citizen.

The GTA curricula encourages and challenges students to think beyond themselves and includes a multitude of lessons, units, and field experiences developed to provide insight and opportunities for students to practice being conscientious global citizens.

…a collaborative team member.

Valuing the thoughts and ideas of others is taught and is a crucial requirement of numerous lessons, units, projects, and field experiences included in the GTA curricula designed to develop and bolster the ability of students to work in cooperation to achieve common goals.

…a life-long learner.

GTA students engage in learning designed to help them realize that education is not limited to the school day. Thus, students engage in a myriad of enrichment and cross-curricular activities that are compelling and rewarding, allowing students to enhance their creativity, leadership ability, and overall connection to the school community and beyond.

Program Alignment with District Policy

Board Policy EHBJ (LEGAL) states "A District may operate a magnet program, academy, or other innovation program to serve student populations with specialized interests and aptitudes. 19.TAC 74.22(b)."

FBISD Administrative Regulations: *EGA-R-Academy Programs* provides overview for the GT Academy program structure, selection procedures, courses, and participation as well as probation and dismissal.

Program Alignment with FBISD's Gifted Program

The Fort Bend ISD Gifted and Talented Middle School Academy is designed to enhance self-awareness, self-efficacy, problem solving, and the learning of critical and creative thinking skills to empower GT-identified students in the program.

Program Groupings

The Fort Bend ISD Gifted and Talented Middle School Academy (GTA) is housed at Quail Valley Middle School. It is a school-within-a-school program that provides specialized gifted programming through homogeneous core GTA classes and opportunities to interact with the greater school population in ways that are mutually enriching in electives and PE.

Program Social and Emotional Supports

To meet the academic and social-emotional learning needs of GTA students, the following are be provided to students during their three year tenure at the QVMS GTA: learning situated within multiple contexts; differentiated educational experiences, including diverse grouping and interconnected social experiences; adjustment in the level, depth and pacing of curriculum; experienced teaching staff, counselors, and support staff; and extra-curricular programs and clubs hosted on campus.

The GTA Program also strives to:

- Educate students on gifted traits to reduce stress and anxiety that arise from misconceptions and myths.
- Provide motivating and challenging talent/leadership development opportunities both during and outside of the school-day.
- Deliver meaningful lessons, projects and field experiences that give students opportunity to laugh, play, and enjoy the learning process.
- Recognize students' cultural strengths and encourage them to share their strengths with others.
- Embed lessons into the curriculum designed to help students see their role in society and understand that having a positive impact is not reserved for adulthood.
- Make decisions with a sense of the uniqueness of individual student needs in mind.
- Establish connections with families to support students' well-being and success and enhance understanding of students' cultural experiences to facilitate shared understandings about learning.
- Create a nurturing environment that understands and supports the social emotional well-being of students and acknowledges and celebrates their idiosyncrasies and individuality.

The GTA coordinator, counselors, teachers, and administrators are trained annually on the social and emotional needs of gifted students as well as gifted traits.

Program Progress Monitoring

In January 2020, the GT Academy was evaluated through a process that included multiple stakeholders. The goal of the evaluation was to identify strengths and areas of growth for the GT Academy as well as determine recommendations to support forward progress.

Strengths	Areas of Growth
Academic Challenge Project Based Learning Cross Curricular Focus and Concept-Based Approach Varied Instructional Activities and Student Engagement Field Experiences Community of Peers Supports for Social and Emotional Needs Teachers Specializing in Gifted Education	Workload High Student Stress Limited Project Coordination Lack of Teaming Time for Extracurricular Activities Needed Instruction in Executive Function Skills District Administrative Support Differentiation in Mathematics
Recommendations	
Implement True Teams Increase Cross-Curricular Projects Coordinate Projects, Homework, and Tests Formalize GT Academy Curriculum and Assessment Develop Students' Executive Function Skills Differentiate for Struggling Math Students Hire and Develop Expert Teachers Increase Access to Technology Promote the GT Academy	

As a result of the GT Academy evaluation, a GTA Evaluation Review Committee was formed to develop a response to the findings and recommendations. Annually, a parent survey is sent to parents at the end of every school year to learn more about strengths and areas of improvement.

Student Scheduling

Students are automatically enrolled in five grade-level appropriate homogeneous GTA core courses while in the program (see exceptions below). Core subjects at the GT Academy are Math, Science, Social Studies, English Language Arts, and Spanish. Students can select one (1) elective every year. During the 6th grade year, this elective must be a Fine Art.

The following courses are for GTA students only (as of June 2022):

Math	Science	Social Studies	English	Spanish
Math 6 GTA Math 7 GTA	Science 6 GTA Science 7 GTA Science 8 GTA	SS 6 GTA Texas History GTA US History GTA	ELA 6 GTA ELA 7 GTA ELA 8 GTA	Disc Span GTA Spanish II**

The following courses are open to all students on the campus (as of June 2022):

Core Courses	PE	Fine Arts	Electives	Spanish
Math 8* Algebra 1 AAC Geometry AAC Biology I AAC*** English I AAC*** AP Hum Geo*** Algebra II AAC***	Boys PE Girls PE Kickstart	Art Band Choir Orchestra Theatre	AVID Broadcasting Computer Science Dollars and Cents Journalism Office Worker Robotics	Spanish I

* GT Academy students who select Math 8 will be placed in a section of Math 8 designed for advanced learners at QVMS.

**There are circumstances in which a student who is not in the GT Academy will be eligible for Spanish II.

*** Some GTA students accelerate using the District's Credit by Exam program. GTA students who elect to take courses not offered at QVMS are assigned to either Dulles, Elkins, or Clements to take them. Transportation is not provided *to* the High School but will be provided *from* the High School to QVMS after the second period at the High School.

Student Coding

This occurs each year after the roster of incoming GTA sixth graders is finalized in April.

Step 1: The GT coordinator will share the finalized incoming GTA roster with an FBISD Information Systems Skyward Administrator to facilitate a mass push of the incoming students to QVMS (044). Thereafter, if there are any circumstances that result in individual student's paths needing to be revised, the GT coordinator will communicate with the QVMS Registrar and the appropriate Middle School Data Entry Clerk to have the student's path changed to the GT Academy at QVMS (044) or changed back to his/her zoned middle school in the case of a withdrawal.

Step 2: The QVMS Registrar uses Skyward to accept the students using the following process:

Students / Student Profile / Custom Forms /Approvals / **Add New Record**

- School Year = **Fall Year of upcoming school year**
- Start Date = **First Day of School** End Date = **(leave blank)**
- Approval Reason = **Academy Program (or other appropriate Academy Reason)**
- ACA/Prog = **Academy**
- Course = **QVMS G & T Academy**
- Home Campus = **(select appropriate entity)**

The registrar must also re-code each incoming 6th grader as GT and apply the District Category Code of "Q" = QVMS Academy to all students.

Master Scheduling

The GT Academy is not a series of classes/sections such as AAC or H/GT. Teaching in the GT Academy program requires expertise, understanding of programming components, and intentional planning to provide rigor and challenge for the students.

Master Schedule Template

Teacher (team)	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Science - 6.1	6 GTA Sci	6 GTA Sci	6 GTA Sci	6 GTA Sci	6 GTA Sci	6 GTA Sci
Math - 6.1	6 GTA Math	6 GTA Math	6 GTA Math	6 GTA Math	6 GTA Math	6 GTA Math
Soc Stu – 6.1	6 GTA SS	6 GTA SS	6 GTA SS	6 GTA SS	6 GTA SS	6 GTA SS
Spanish - 6.1	6 Span Disc	6 Span Disc	6 Span Disc	6 Span Disc	6 Span Disc	6 Span Disc
ELA – 6.1	6 GTA ELA	6 GTA ELA	6 GTA ELA	6 GTA ELA	6 GTA ELA	6 GTA ELA
Science - 6.2/7.1	7 GTA Sci	7 GTA Sci	7 GTA Sci	7 GTA Sci	6 GTA Sci	6 GTA Sci
Math – 6.2/7.1	7 GTA Math	7 GTA Math	7 GTA Math	7 GTA Math	7 GTA Math	7 GTA Math
Soc Stu – 6.2/7.1	7 GTA Hist	7 GTA Hist	7 GTA Hist	7 GTA Hist	6 GTA SS	6 GTA SS
Spanish – 6.2/7.1	7 Span GTA 1B8	7 Span GTA 1B8	7 Span GTA 1B8	7 Span GTA 1B8	6 Span Disc	6 Span Disc
ELA – 6.2/7.1	7 GTA ELA	7 GTA ELA	7 GTA ELA	7 GTA ELA	6 GTA ELA	6 GTA ELA
Science 7.2/8.2	7 GTA Sci	7 GTA Sci	7 GTA Sci	7 GTA Sci	8 GTA Sci	8 GTA Sci
Math – 7.2/8.2	7 GTA Math	7 GTA Math	8 Alg 1	8 Alg 1	Alg 1	Alg 1
Soc Stu– 7.2/8.2	7 GTA Hist	7 GTA Hist	7 GTA Hist	7 GTA Hist	8 GTA SS	8 GTA SS
Spanish – 7.2/8.2	7 Span GTA 1B8	7 Span GTA 1B8	7 Span GTA 1B8	7 Span GTA 1B8	8 Span 2 GTA	8 Span 2 GTA
ELA – 7.2/8.2	7 GTA ELA	7 GTA ELA	7 GTA ELA	7 GTA ELA	8 GTA ELA	8 GTA ELA
Science – 8.1	8 GTA Sci	8 GTA Sci	8 GTA Sci	8 GTA Sci	8 GTA Sci	8 GTA Sci
Math – 8.1	8 Alg. 1	8 Alg. 1	8 Alg. 1	Contest Math	Geometry	Geometry
Social Studies – 8.1	8 GTA SS	8 GTA SS	8 GTA SS	8 GTA SS	8 GTA SS	8 GTA SS
Spanish – 8.1	8 Span 2 GTA	8 Span 2 GTA	8 Span 2 GTA	8 Span 2 GTA	8 Span 2 GTA	8 Span 2 GTA
ELA. – 8.1	8 ELA	8 ELA	8 ELA	8 ELA	8 ELA	8 ELA

Measuring the Success of the GT Academy Program

Although the GTA Program is not intentionally designed to improve performance on measures such as STAAR, PSAT, or NWEA MAP, data show that GTA Programming:

- Reduces performance gaps between racial and socio-economic groups
- Provides students with learning growth opportunities as exhibited in the Ren360 and STAAR growth measures

Additionally, the GTA Program:

- Has an 87% retention rate of students who matriculate from 6th grade to 8th grade
- Continually maintains a full roster of students hoping to attend based on recruitment and student experiences

Future Planning

Beginning in 2022-2023 school year, graduating seniors who attended the GT Academy will be surveyed to help determine the long-range impact of the GT Academy program on their high school years and potentially beyond.

There is a community of GT Academy Alumni that is readily available to provide anecdotal data on the long-range benefits and drawbacks of the GTA Program.

Student Recruitment and Selection

Recruitment

Parents of all eligible GT-Identified 5th graders in FBISD will receive direct communication via email and mail regarding recruitment dates and the application timeline in December and January annually. Recruitment events and information are posted publicly on the GT Academy website and open to all.

Recruitment Timeline of Events

- September: Information about GTA provided at elementary school open houses via GTA student volunteers with parents; the GTA Coordinator provides volunteers with trifold and handouts for these open houses
- December and January: GTA Coordinator sends information about the GTA, application process, and recruitment events via multiple newsletters to the parent email addresses of all GT-identified 5th graders
- December and January: GTA Coordinator provides information about the GTA, application process, and recruitment events to COGS and all elementary school counselors via email and/or Teams to be shared with parents of GT-identified 5th graders on each campus
- Fourth Week of January: Virtual GTA Information Night for prospective students (optional)
- Early February: GTA Coordinator obtains list of newly identified GT 5th graders from fall testing and immediately communicates with those families as outlined above
- Second Week of February: GTA Coordinator hosts the Expo of Excellence GTA Information and Recruitment Event
- February/early March: GTA in-person campus tours. Parents sign-up for a time and provide transportation for their students. GTA Ambassadors serve as tour guides.

Application and Selection Timeline

- February: Online application window opens. Students must use Skyward login to apply.
    - Application Link: https://academy.fortbendisd.com/
- Late March: Acceptance or waitlist notification emailed to applicants
    - The GTA Coordinator reviews every application for eligibility prior to this date.
- End of March: Final Commitment date for applicants accepted in Late March
- End of March: Non-committed seats released to waitlisted applicants
- Incremental Release: Once accepted from the waitlist, applicants will have 3 days to commit to the GTA; if they do not, their application will be withdrawn, and their roster spot offered to the next applicant on the waitlist. This process will continue until all roster spaces are filled or the waitlist is cleared.
- Early April: GTA roster of incoming 6th graders if finalized and Student Coding proceeds (as outlined on p. 8)

Selection Criteria

If the number of applicants exceeds the capacity of the incoming 6th grade class (200 students), a computer generated two-tiered lottery system will commence.

- **Tier 1:** Eligible GT applicants who have a CogAT score at or above 135 (99th percentile) on the nonverbal subtest are designated "priority 1" and are randomly selected for the first 200 seats. *The application program does NOT prioritize acceptance beyond identifying which applicants have a 135+ and which do not*.
- **Tier 2:** Tier 2 is created from the remaining pool of applicants after Tier 1 is run. A second computer-generated lottery automatically and randomly fills open seats from the remaining pool of applicants until 200 seats have been filled. NOTE: *If there are more than 200 students with the priority 1 score of 135 or above, there will be students with that score who are waitlisted. If this occurs, those tier 1 students are automatically designated as the first applicants on the waitlist in random order followed by any remaining applicants*.

The system is computer randomized and does not favor students by any factor other than their CogAT nonverbal subtest score. The only exceptions to the random selection outlined above are detailed on the following page.

GT-identified Students Who Attend Elementary School Campuses That Feed Into QVMS

If a valid applicant who attends an elementary campus that feeds into QVMS is waitlisted, he/she will be automatically accepted from the waitlist and have an opportunity to commit to and attend the GTA. The GTA coordinator will review waitlisted applicants each year to see if this exception applies to any of the waitlisted applicants.

Sibling Applicants of Current GTA Students

If an applicant is the sibling of a student who is enrolled in and attending the Gifted and Talented Academy when the application window is open in February and that applicant is not randomly accepted as one of the 200 students for which the GTA has capacity and is placed on the waitlist **AND** the parents of that sibling applicant inform the GTA coordinator of the sibling applicant relationship, the sibling applicant will be moved to the top of the waitlist as a logistical courtesy to the family.

Equity in Advanced Academics Programs and the GTA (drafted June 2026; effective 2027-28)

In alignment with the FBISD GT Department Vistas Talent Pool Program, the Gifted and Talented Academy is dedicated to including historically underrepresented populations (including English Language Learners, and economically disadvantaged, African American, and Hispanic students) in the GTA student body. To honor the commitment of nurturing students who are historically underrepresented, the finalized incoming GTA enrollment each year will reserve at least 12.5% of its roster spaces for GT-identified students who attend an FBISD elementary school designated as a Title I campus. Thus, if the random lottery does not fulfill this obligation, GT-identified students who attend a Title I elementary school will be given priority placement on the waitlist to provide them the opportunity to commit to the GTA. This prioritization will apply only to students who complete an application for the GTA within the framework of the annual application window. The GTA coordinator will review waitlisted applicants each year to see if this scenario applies to any of them.

Private/Charter/Home School Students

Interested fifth grade students who attend private/charter/home schools AND live in the FBISD zone are eligible to be evaluated for gifted services in time to apply for the GT Academy. The GTA Coordinator collects and verifies the requirements below and arranges testing in conjunction with a designated administrator from FBISD Accountability, Assessment, and Compliance.

To do so, they must complete the following:

- Apply for the GT Test Session for incoming private/charter/homeschool 6th graders by completing the required form (found on the GTA website) prior to the deadline in January.
- Email the required documents to the GTA coordinator (the required documents and due dates are outlined on the GTA website).
- Bring the child to the GT Test session. The Private School GT Session is hosted by the FBISD Testing Department and the test is typically administered in early February.
- Wait for results to be reviewed by FBISD. If the student scores in the 99th percentile (135+) on the nonverbal subtest of the CogAT, he/she will be eligible for GT services in FBISD and, thus, eligible to apply for the GTA.
- Apply to the GT Academy if eligible during application window. Eligible students will be entered into the tiered lottery alongside other FBISD applicants.

Out-Of-District Public School GT Transfer Students

Incoming 6th grade GT students transferring into FBISD from a GT program in a public school district are eligible to have their data reviewed for admission into the Academy.

Upon enrollment in Fort Bend ISD at the HOME middle school campus, the parent should make a request to the registrar and school counselor to have the child evaluated for gifted services in FBISD AND communicate interest in applying for the GT Academy .

1) The counselor will then request data from the sending District regarding the student's GT eligibility.*
2) This data must be received by the District's GT Department by August 1 annually.

3) Upon confirmation of eligibility for gifted services in Fort Bend ISD, the parent should notify the GTA Coordinator to request information on the seat availability at the GT Academy.
4) Admission into the academy for eligible GT out of district transfer students will be handled on a case-by-case basis (based on ***availability***).
   *eligibility in another public school district does not guarantee GT-identification by FBISD

Discontinuation/"Opting Out" of Program

At any time, parents can initiate withdrawal of their child to return to his/her zoned campus. In order to do so, the parents will be required to complete the necessary withdrawal forms and provide them to the QVMS Registrar. Thereafter, the registrar will communicate with the receiving campus when the student is deactivated. The parent is responsible for communicating with the receiving school's counselor for scheduling. It is recommended that students do not withdraw during the final week any term.

The GT Academy is a program of choice. Therefore, students enrolled in the program are held to high standards for character, behavior, and academic performance. There are program expectations, which are FBISD board policy and indicated in the GT Academy Expectations, Probation, and Dismissal Procedures document (see Appendix).

Curriculum and Instruction

Concept-Based Teaching and Learning

The GTA curriculum covers the FBISD curriculum and state-mandated TEKS within a conceptual framework to offer curricular alternatives unique to the school-of-choice program. Whenever possible, both horizontal and vertical conceptual themes are highlighted and posed to GTA students to foster cross-curricular connections and real-world applications. In order to best meet the needs of GTA students, the curricula in the GTA does not necessarily follow the scope and sequence.

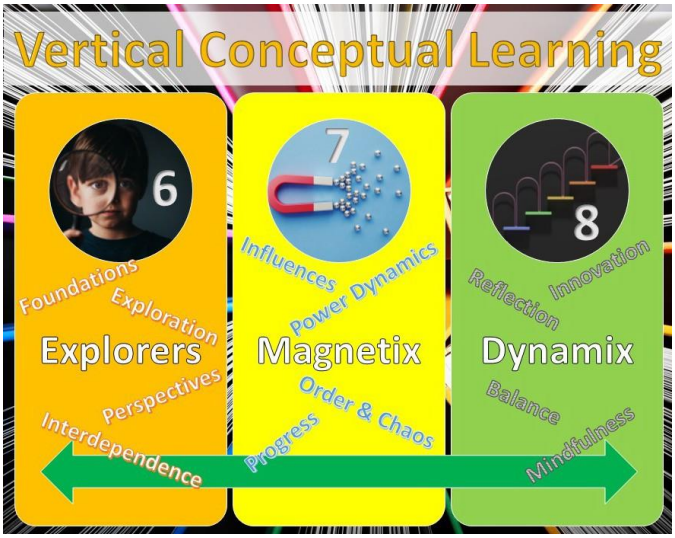
Conceptual Teaching and Learning in the GTA

- Educators who have specialized training in gifted education facilitate GTA courses in Math, Science, Social Studies, English, and Spanish.
- GTA grade level instruction is framed around generalizations and guided by essential questions to engage learners in critical thinking and problem solving.
- GTA students ponder these macro concepts, which are trans-disciplinary, and work independently and collaboratively to acquire discipline-specific micro concepts from the TEKS and FBISD curriculum.
- Conceptual learning focuses on the big picture as well as the classical questions in each discipline.

GTA Universal Concepts

	GTA 6 (Explorers) Discovering the Greatness Within	**GTA 7 (Magnetix)** Making Lifelong Connections	**GTA 8 (Dynamix)** A Force of Greatness
Term 1	Foundations and Patterns	Influence and Motivation	Innovation and Change
Term 2	Interdependence and Identity	Power and Relationships	Mindfulness and Connections
Term 3	Perspectives and Interactions	Structure, Order and Chaos	Transformation and Balance
Term 4	Creativity and Exploration	Progress	Reflection

Concept-Based Learning approaches content area standards from the perspective of an over-arching concept.



Experiential Education through Project-Based Learning

At the GT Academy, teachers are encouraged to use methods that enhance the critical thinking ability of students, not simply performance outcomes. As students are taught content, they are also encouraged to make broad conceptual connections across content areas and beyond.

Experiential learning through tailored and unique experiences is a key factor in learning. The core idea of Project-Based Learning is that real-world problem solving connects the student's life experiences with school standards, provoking critical thinking as students acquire new knowledge. The GTA curricula include multiple such project-based learning challenges in each grade level.

At the GT Academy, students learn through reflection, observation, experiments, discoveries, and interaction, while at the same time examining real world solutions based upon personal and/or other classmates' fields of interest.

GTA teachers ensure that the teaching of basic knowledge and skills is ongoing to ensure proper progression of learning. Simultaneously, they challenge students to analyze, synthesize, and apply that knowledge to hypothetical and real-world scenarios to create new ideas and applications of that knowledge.

Field Experiences and Grade Level Dues

Field experiences are authentic learning activities (outside of the normal classroom setting) that correlate to and supplement the content and/or universal concept being taught in the GTA core classrooms. Some field experiences are tailored to meet specific cross-curricular learning objectives while others have a primary focus of providing students with an opportunity for deeper investigation of a particular topic and/or subject based on the universal concept being considered.

Typically, each grade level takes four field experiences per year (at least two off-campus).

The curriculum and learning priorities of field experiences are planned by the grade level GTA teachers. The alignment and coordination of these experiences is the responsibility of the GTA Coordinator.

Because limited funds are allocated to GT programming in FBISD, the expense of field experiences becomes the responsibility of the GTA community, which requires annual dues for each grade level. Dues are used to cover costs such as transportation, substitute teachers, entry fees to museums, and lodging in addition to grade level t-shirts, special on-campus programming, teaching materials, and student incentives, including pizza and refreshments at various events. Scholarships are made available to families who need them each year.

Historical Examples of Off-Campus Experiences:

Transformation and Balance – Holocaust Museum (grade 8)

Texas Journeys Trip - San Antonio/Austin (grade 7)

Cultural Anthropology Tour – Five Religious Sites (grade 6)

Historical Examples of On-Campus Experiences:

Mindfulness Experience (grade 8)

Ed-Camp Student-Led Conferences (grade 7)

Explorer World Market (grade 6)

Program Job Roles

Campus Team

QVMS Principal

Responsibilities: Ensure the GTA remains in alignment with the overall campus mission, vision, and goals. Provide support to GTA program through professional development opportunities, logistical supports, and overall leadership guidance.

Communication: Regular communication with all QVMS parents, students, and teachers.

GTA Coordinator

Responsibilities: Ensure the GTA remains in alignment with the overall campus mission, vision, and goals as well as ensuring programming goals and implementation plans are met.

Communication: Daily, weekly, and/or bi-weekly communication with GTA students, teachers, and parents.

QVMS Administration Team

Responsibilities: Support the GTA coordinator, teachers, and students in the successful implementation of programming components and issues of student behavior.

Communication: Regular communication with GTA parents, students, and teachers.

QVMS Counseling Team

Responsibilities Support the GTA coordinator, teachers, and students in the successful implementation of programming components. QVMS Counselors have a unique role is supporting the social and emotional well-being of GTA students on campus.

Communication: Regular communication with GTA parents, students, and teachers.

Teacher Leadership Team

Grade Level Academy Sponsors (Team Leads)

Responsibilities: Lead their assigned grade level teams in the weekly grade level meetings, focusing on conceptual learning, coordination of assignments, student supports, and field experiences. The team leads are also instrumental in planning and revising GTA programming in conjunction with the teachers on their team and the GTA coordinator.

Communication: Regular communication with grade level team. Communicate with parents and students as related to grade level information. Act as a liaison between parents, students, teachers, and the GTA coordinator.

Champion of Gifted Services (COGS)

Responsibilities: Serve as District GT Liaison supporting FBISD GT Dept programming, TPSP/Advanced Products, GT Learning Plans, and GT professional development.

Communication: Regular communication with GTA teachers and campus administration (as needed).

Community

Parents

Parents are a vital component of the GT Academy. They serve as field experience chaperones, volunteer for on-campus events, provide support to teachers when requested, and more. But, most importantly, GTA parents help their children succeed by being attentive to them at home. According to NAGC "Helping Gifted Children Succeed," here are tools for parents to use at-home with their GTA student.

- Be attentive to your child's comments and observations.
- Create an environment that promotes self-expression.
- Help her or him to develop skills and interests, for example, in plant science, animal care, electronics, carpentry, mechanics, law, design, and crafts.
- Encourage her or him to explore the beauty of diverse cultures—through language, poetry, story, song, dance, puppetry, cooking, and crafts.
- Promote exploration and discovery.
- Emphasize effort and progress rather than perfection and grades.
- Show your child how errors can be opportunities to discover and learn.
- Model positive ways to address setbacks and solve problems.
- Instill ways to help your child understand and regulate emotional reactions.
- Promote a healthy lifestyle.
- Demonstrate how to serve your community.

Students

Middle School is universally recognized as a unique time in the life of a young learner. The GTA exists to teach GT-identified learners and facilitate their growth. We encourage our GTA students to:

- Attend school regularly and be on time to class.
- Set reasonable but challenging goals and regularly check on their academic progress via Skyward.
- Stay organized, write down all assignments, complete all homework, AND turn homework in on time.
- Listen carefully, follow directions, and come to class with all the needed materials.
- Schedule time each evening to prepare for the next school day.
- Choose friends and collaborators wisely.
- Seek help from teachers and counselors proactively before becoming overwhelmed.
- Involve their parents/guardians with schoolwork and school activities.
- Participate in extracurricular activities.
- Improve and develop computer and technology skills while practicing responsible digital citizenship.

GT Parent Advisory Committee

GTA parents will represent QVMS as part of the GT Parent Advisory Committee in the same way as any other middle school.

Professional Learning

GTA Coordinator

The GT Academy Coordinator must have the initial 30 hours of GT Training and complete at least 12 hours annually of GT training in any of the five domains. The GT Academy coordinator must have passed the GT Supplemental Exam. The GT Academy Coordinator is responsible for the proper training of QVMS GTA administration, counselors, and teachers during professional development days and grade level meetings.

Campus Administrators

QVMS Campus administrators should have the 6 hours Nature and Needs Training and should complete at least 6 hours of GT update training every two years.

Counselors

QVMS Campus administrators should have the 6 hours Nature and Needs Training and should complete at least 6 hours of GT update training every two years.

Champion of Gifted Services (COGS)

The Champion of Gifted Services (COGS) must have the initial 30 hours of GT Training and complete at least 6 hours annually of GT training in any of the five domains. The COGS is encouraged to pass the GT Supplemental Exam.

Teachers

GT Academy teachers must have the initial 30 hours of GT training and complete at least 6 hours annually of GT training in as aligned with State/District requirements. GT Academy teachers are encouraged to earn their GT Supplemental Endorsement. In addition to state required training, teachers new to the GT Academy must complete a series of learning sessions on the topics on Concept-Based Learning, Project-Based Learning, servicing GTA students who have Opportunity Gaps, and Social and Emotional Supports for GTA students. Additionally, GT Academy teachers will engage in ongoing PD during professional development days and during grade level meetings.

Support for Special Populations

"Lunch Bunch" Support Plan

Starting in the 2024-25 school year, the GT Academy Coordinator will coordinate a "lunch bunch" social and academic support group targeting traditionally under-represented, twice exceptional, and struggling GTA students. This group will focus on grade 6 GTA students and meet during their designated lunch time once a week. Prior to the start of the school year, the GTA coordinator will assemble a list of incoming students whose elementary campuses are noted as normed campuses. This list will be used along with teacher recommendations and consideration of grades as the school year progresses to designate which students will be part of the lunch bunch. The aim of the lunch bunch is to provide the designated students with a personal connection to the GTA coordinator, GTA teachers, peers, and GTA student mentors in order to support their personal, social, and academic success. The program will include team-building cooperative activities as well as strategies, intervention, and accountability to support overall student success--socially, emotionally, and academically. In ensuing years, former grade 6 lunch bunch alumni will be utilized to provide guidance (as 7th and 8th graders) based on their own experiences to further develop the fidelity of this support program. Additionally, the program will be reiterated and revised as needed each year--based on lessons learned in implementation--to maximize its effectiveness.

Parent and Community Involvement

GTA Booster Club (GTABC)

Beginning in the 2025-26 school year, a GTA Booster Club was established to support the GTA. This club—proposed and created by GTA parents—exists to boost, support, encourage, and aid activities in the GTA; support the academic and social/emotional components of GTA programming; promote networking and educational opportunities for school faculty, parents, and students related to understanding the various needs of gifted children; and facilitate open communication among school administration, GTA leadership, GTA faculty, students, parents, and the community at-large. The GT Academy coordinator works in cooperation with the GTABC board to arrange and support GTABC initiatives in support of the GTA. The By-Laws of the GTA Booster Club (GTABC) provide additional details about the Booster Club and are available by request from the acting booster club board.

Parent Involvement and Education

The GT Academy encourages parents to be continually involved in programming. In addition to volunteer opportunities, the GT Academy shall provide educational and networking opportunities for parents throughout each school year.

Community Engagement

GT Academy students and teachers engage with the community in ways that are authentic and organic such as volunteering, competitions, and special programming and field experiences.

Communications

Communication Plan

Regular Updates

THE GT Academy Coordinator will send digital newsletters to stakeholders with information on upcoming events, program information, requested parent actions, GT education articles and links, information from teachers, and Team Up Calendars (calendars where teachers post and monitor major assignments and projects). These letters will be archived and available on the FBISD Gifted & Talented website found at www.fortbendisd.com/gtacademy.

GTA Twitter

The GT Academy Coordinator and/or select Academy Sponsors will utilize Twitter to highlight individual and group successes and achievements. It will also be a space to showcase the daily happenings on campus throughout a normal day as well as special occasions and events. Parents can utilize the GTA Spotlight Form to submit accomplishments for Twitter.

GTA Website

The GT Academy website is managed by the GT Academy Coordinator. Its primary use is communicating to potential students and others wanting to learn more about the program.

Public Relations Team

The GT Academy coordinator will develop a team of teachers and parent volunteers who are interested in networking with local news outlets and FBISD communications team to ensure proper highlighting of some of the most amazing successes and accomplishments of the program.

Teacher Emails

GTA Teachers will use Skyward messenger and/or Outlook to send regular communications to parents regarding needs of their classrooms as well as ways parents can support their students.

Schoology

Each grade level will have a Schoology "team" course for which all teachers as well as the GT Academy Coordinator have admin permissions. This course is used to communicate upcoming dates, ongoing projects, and events. It is also used to share enrichment opportunities to students.

Appendix A: Program Forms

FBISD Gifted & Talented ACADEMY

GT Academy Shared Beliefs

- We believe it is essential to create an engaging, safe and challenging environment that nurtures the social, emotional, and academic needs of our students.
- We must foster critical thinking through rigor and authenticity of conceptual ideas and encourage students to take ownership of their inherent intellectual abilities and tendencies for leadership.
- Each teacher is instrumental as a facilitator and developer of meaningful, relevant, and integrated curriculum.
- It is our responsibility to provide abundant opportunities to develop each student's ability and to promote his/her growth in a holistic sense.
- Our obligation to struggling students is to quickly identify the underlying causes and intervene with support. Likewise, mistakes and struggles are opportunities for students to grow, not final measures.
- Parents, teachers, and the community must be active partners to provide accountability, support, and guidance to students.
- Communication and positive interaction are essential to the development of mutual trust among the stakeholders committed to each student.
- To be successful in a constantly evolving society, students need interpersonal skills to work in teams in multi-cultural, multi-lingual environments.
- Students need to be prepared for leadership roles in an increasingly complex and technological global society based on teamwork, contributions, creativity, and excellence.

GTA Website

- www.fortbendisd.com/gtacademy

GTA Leadership Team

Jorge Pena, *QVMS Building Principal*
Joseph Bernhart, *GTA Coordinator*

Brianna Cotton, *6th Grade Assistant Principal*
Paul Fowler, *7th Grade Assistant Principal*
Suni Walter, *8th Grade Associate Principal*
Ed Connolly, *GTA 6 Team Leader*
Doreen Lee, *GTA 7 Team Leader*

Jeanette Morales, *GTA 8 Team Leader*
Danielle Henry, *6th Grade Counselor*
Zorya Briggs, *7th Grade Counselor*
Kafi Downs, *8th Grade Counselor (Lead)*
Doreen Lee, *Champion of Gifted Services*

GT Academy Expectations, Probation, and Dismissal Procedures

Academy Expectations:

The GT Academy is a program of choice. Therefore, students enrolled in the program are held to higher standards. It is expected that students in the GT Academy represent QVMS and the academy in a positive and respectful manner.

I. Character and Community Interactions:

To establish a physically, emotionally, and intellectually safe environment, GTA students must uphold the highest standard for how they interact with other students. Behaviors that disrupt the learning and/or positive experience for other students will not be tolerated. Bullying, teasing, laughing at answers/ideas, excluding, dismissing, threatening, cyberbullying, and other hurtful behaviors will be investigated and handled on a case-by-case basis.

If a GT Academy student shows a pattern of negative character behaviors, interventions will be put in place to support this student's growth. However, should the pattern of behavior remain unchanged, the Academy Review Committee shall determine whether probation or dismissal is appropriate for that student.

II. Behavior and Conduct:

Discipline referrals in Skyward (notification that a student is not following the FBISD Code of Conduct) are not acceptable for GT Academy students because they do not reflect the values and behavior expected of students in the Academy. It is recognized that students sometimes make mistakes. However, a pattern of behaviors that breech the code of conduct may result in probation or dismissal from the GT Academy.

Discipline referrals resulting in **In-School Suspension (ISS)** will be handled in the following manner:

- 1st Offense = official warning signed in student conference with Campus Administrator and GTA Coordinator.
- 2nd Offense = probation to remain in place for one academic year. Parent/Guardian and student required to sign an acknowledgment of consequences for further ISS referrals. Behavior action plan also issued by Academy Coordinator.
- 3rd Offense = discretionary removal from the academy at end of semester if so determined by Academy Review Committee.
- 4th Offense = mandatory removal from the academy immediately.

Discipline referrals resulting in **Out of School Suspension (OSS)** will be handled in the following manner:

- 1st Offense = student placed on official probation to be signed in parent conference with Campus Administrator and GTA Coordinator.
- 2nd Offense = discretionary removal possible from the academy if so determined by Academy Review Committee.
- 3rd Offense = mandatory removal from the academy immediately.

Referrals resulting in placement in the District Alternative Education Program (DAEP) will result in immediate removal from the academy and return to the zoned campus upon completion of the DAEP assignment.

Appeals to dismissal by the Academy Review Committee must comply with Policy FNG (Local).

Note: *Campus Administration reserves the right to dismiss any student from the Academy at any time based on the severity of an infraction or pattern of infractions.*

III. Class Performance:

For a multitude of possible reasons, students sometimes struggle to maintain acceptable grades. However, as a school of choice program, in alignment with Policy EGA-R, Academy students must maintain certain standards for grades. Therefore, grade expectations have been put in place ensure student success and appropriate supports are provided.

Academy students must maintain a 70 or higher in all courses. If a student's grades fall below a 70 at a progress report, the student will be required to attend tutorials as outlined by the classroom teacher. In the event that a student fails to meet these expectations at the end of a semester, he/she will be placed on probation for one semester and receive an academic plan of action. During the academic plan of action period, the Academy Coordinator will initiate supports designed to help improve the student's performance.

Failure to pass any course at the end of the academic year will result in a review by the Academy Review Committee to determine **probation** or **dismissal**.

Two consecutive semesters below the standard will result in dismissal from the Academy and return to the zoned campus at the end of the semester in which the second violation occurs. This includes students who, by committee consideration at the end of a school year, are placed on probation and allowed continuation in the GTA program the following school year. At the end of the first semester of the ensuing school year, a student who fails to pass the course in question will be withdrawn and return to his/her home campus. The only possible exception to this policy is via special consideration by the Academy Review Committee.

Probation in the GT Academy is defined as notification of probationary status with required interventions as outlined by the academy administration. Probationary requirements will be implemented to support student success in the needed areas. The goal is to retain students, but, in the end, the onus to improve is on the student.

Dismissal is defined as removal from the academy program and return to the zoned campus. All dismissals will be approved by the Academy Review Committee. Appeals to dismissals decided by the Academy Review Committee must adhere to Policy FNG (Local).

IV. Academy Review Committee

In certain circumstances, as defined above, an Academy Review Committee (ACR) might need to convene to evaluate, consider, and determine a student's status in the GTA. When needed, this committee will be constituted of a majority (at least 3 of 5) of the student's 5 core class teachers, the GTA coordinator, and at least one of the following: the grade level counselor, the grade level principal, and/or the campus principal. The GTA coordinator will organize and schedule the ACR meeting. The committee has the authority to determine various outcomes regarding the student under consideration including probation, continuation, and/or dismissal of a student from the GTA program.

V. GT Academy Honor Code

As a GT Academy student, you join a community of learners who are committed to academic excellence. The faculty of the GT Academy at Quail Valley Middle School expect students to pursue their studies with integrity and honesty; therefore, all students should know that incidents of academy dishonesty are taken very seriously.

Interpretations of academic dishonesty may differ among individuals and groups. Therefore, the determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written

materials, observations, information from students, or other evidence.

Cheating and plagiarizing are not only Honor Code violations but are unacceptable behaviors that have moral and legal implications.

The following list identifies some infractions defined as academic dishonesty:

Cheating

- Copying, in part, or in whole, from someone else's test, homework, project;
- Altering or interfering with grading;
- Using any unauthorized source or digital device during a test or examination; using material not authorized by the teacher; accessing shared answers; or consulting others secretly or without permission.

Plagiarism

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writing, without giving appropriate credit, and presenting the product as your own;
- Submitting a paper that was purchased from a research or term paper service, including the Internet; or undocumented web source usage.

Other Examples

- Allowing another student to copy your homework, or from your paper during a test, or examination;
- Giving your homework, essay, project, or other work to another student to copy;
- Altering a graded assignment or test after it has been returned, then submitting the work for re-grading;
- Collaboration without permission from the teacher.
- Secretly using A.I. to write or construct writing in place of one's own words and sentence structures and submitting that digitally created writing as one's own;

Following Each Infraction:

- Student-teacher conference to complete the Academic Dishonesty Infraction Form (which includes parent signature). The student **must** re-do the assignment and will receive a grade reduction depending on the severity of the infraction. The student cannot earn greater than a 50 on any redone assignment on which the child was academically dishonest (daily or major).
- A completed copy of the Academic Dishonesty Form is provided to the student/parent, teacher, and GTA Coordinator.
- Every infraction after the first follows the same process. ***However, each subsequent offense may also result in a disciplinary referral, causing the student to be subject to the procedures in place for Behavior & Conduct infractions*** (see Section II above).

VI. Field Experiences:

Field Experiences (in-house or off-campus) are a required part of the GTA Curriculum. Students who have earned a discipline referral may not be allowed to attend a field experience following such a referral. Participation or not in a field experience after a discipline referral will be a committee decision decided by the Academy Review Committee. ***Refunds will not be provided should a student miss a field experience due to a discipline referral***.

Academic Dishonesty Infraction Form

QVMS Gifted and Talented Academy

GT Academy Honor Code

As a GT Academy student, you join a community of learners who are committed to academic excellence. The faculty of the GT Academy at Quail Valley Middle School expects students to pursue their studies with integrity and honesty; thus, incidents of academy dishonesty are taken very seriously.

Following Each Infraction:

- Student-teacher conference to complete the Academic Dishonesty Infraction Form.
- The student will re-do the assignment (grade up to 50).
- ***Every infraction after the first will follow the same process. However, each subsequent offense may also result in a disciplinary referral, causing the student to be subject to the procedures in place for behavioral violations*** (see Section II).

Student Name _____ **Grade** _____

Teacher _____ **Class** _____

Date of Infraction _____

Title of Assignment(s)

_____

Description of Consequence:

Student must re-do the assignment and turn it into the teacher. The teacher will then assign a grade to the redone assignment (daily or major). The grade (up to 50) will be entered into the gradebook with comment (Academic Dishonesty Infraction)**.**

Parents, please sign and return this form to the issuing teacher. This form will be kept on hand if infractions accumulate within the school year. Hopefully, they will not. Feel free to keep a copy for your records. A signed copy must be submitted to the GTA Coordinator.

Student Signature _____ **Date** _____

Teacher Signature _____ **Date** _____

Parent Signature _____ **Date** _____

GTA HANDBOOK 2026-27 ACKNOWLEDGEMENT

Student's Full Name _____ *Grade Level* _____

Spanish Teacher _____

EXPECTATIONS ACKNOWLEDGEMENT

Our signatures acknowledge our understanding of the Academy-specific requirements outlined in the 2026-2027 GT Academy Handbook section titled "**Expectations, Supports, Probation and Dismissal Procedures**."

Student's Printed Name: _____

Student's Signature: _____ Date _____

Parent/Guardian's Printed Name: _____

Parent/Guardian's Signature: _____ Date _____

FBISD Gifted & Talented ACADEMY

Quail Valley Middle School
Fort Bend Independent School District
3019 FM 1092
Missouri City, TX 77459
281.634.3600

Academic Probation and Plan of Action

An expectation of a grade of 70 or above in all courses is required as put forth in the FBISD Academy Programs Overview (EGA-R) and as clarified in the GTA Handbook. However, we are aware that grades do not come easy for all students in all circumstances. Thus, this Academic Plan of Action exits to help students who are struggling achieve their potential.

According to policy, a student who earns below a 70 in any class will be placed on an academic plan of action. During this period, additional supports will be in place to support student success. The plan of action period will be one grading period. Upon completion of the plan of action period, the student will be released from this academic plan of action if passing all classes (with support as needed) ***or continue on academic probation if still failing the class***.

Student: _____ Student ID: _____

Reason for Plan of Action:

I understand that I am on a Plan of Action until the end of this grading period. The terms of this plan of action include:

- **Beginning:** Meet with GTA Coordinator.
  - Discuss and note plan for academic success; set final meeting date.
- **During:** Attend tutorials once per week for any class that I did not earn a 70 or am at risk of not earning a 70.
  - Complete "Tutorial Log" on Academic Probation Form. *Teacher signatures required*.
- **During:** Consistently check grades using Skyward for all Academy Classes.
  - Complete "Grade Check" on Academic Probation Form. *Teacher signatures required.*
- **End:** Attend a REVIEW appointment with the GTA Coordinator. *Coordinator signature required.*
  - At this appointment, it will be determined if the plan has successfully intervened or if further action is needed. *Further action may include probation and/or consideration for dismissal from the program.*

Two consecutive semesters below standard will result in dismissal from the Academy unless otherwise determined by the Academy Review Committee. Failure to pass any course at the end of the academic year will result in a review by the Academy Review Committee to determine probation or dismissal.

I understand the terms of my plan of action are important and designed to help me succeed!

The plan of action review date will be: _____

Student Signature_____ Date: _____

Parent Signature: _____ Date: _____

Content Teacher Signature: _____ Date: _____

Coordinator Signature: _____ Date: _____

Quail Valley Middle School
Fort Bend Independent School District
3019 FM 1092
Missouri City, TX 77459
281.634.3600

GTA Behavior Plan of Action/Probation Form

____ Official Warning (1st Offense ISS)
____ GTA Probation until end of academic year (2nd Offense ISS or 1st OSS)

Further discipline referrals in any combination can result in discretionary or mandatory removal from the GTA in accordance with GTA Handbook policy.

The following student has been placed on behavioral warning or probation at the G/T Academy.

Name:_____ Grade: _____ ID: _____

Reason for Behavior Plan of Action/Probation (attach documentation as needed):

I understand that I am considered to be on a behavioral plan of action at the GT Academy until _____ . The expectations will remain thereafter, but the terms of this plan will be adjusted at this time as needed.

As part of this plan of action, I will participate in the following:

The following actions will indicate a violation of this plan of action:

- Any discipline referral during this time frame.
- Failure to improve in targeted area of behavior.
- Other: _____

Student Signature _____ Date _____

Parent Signature(s) _____ Date _____

Administrator Signature _____ Date _____

Coordinator Signature _____ Date _____

CC: *Director of Gifted and Talented and QVMS Principal*

Gifted and Talented Academy Quail Valley Middle School
Fort Bend Independent School District
3019 FM 1092
Missouri City, TX 77459
281.634.3600

Indication of Return to Home Campus

I have chosen to withdraw my child from the FBISD G/T Academy. I understand that by completing and returning this form, I have indicated that my child relinquishes his/her place at the G/T Academy and will attend his/her zoned middle school campus beginning as soon as possible. **I understand that this process is final and cannot be reversed.** Furthermore, I understand my child may not be able to complete the high school Spanish I credit until 8th grade, and/or I understand that Spanish II is not available at my zoned campus. I give permission for Quail Valley Middle School to notify my child's home campus of the transfer and request that all records be transferred to his/her zoned middle school campus as soon as possible.

Parent/Guardian's Signature

Student's Signature

Parent/Guardian's Printed Name

Student's Printed Name

Zoned Middle School Campus

Student's ID Number

Date of request

As the G/T Academy continues to grow and strives to meet the needs of its students, please provide a reason for leaving the academy program:

Please submit this form via email or in person to:

Joseph Bernhart
G/T Academy Coordinator
joseph.bernhart@fortbendisd.gov

Appendix B: Sample Communications

Sample GTA Newsletters



Look for Information to Be Sent Throughout the Summer!



Throughout the summer, I will send messages with information about the the upcoming school year, transportation, and all things GTA. Keep your eyes open, and--as always--reach out to me any time you have questions.

Joseph Bernhart
Academy Coordinator
joseph.bernhart@fortbendisd.com
(281) 634-6687

DON'T FORGET: T-shirt Design Contest!

Submit your t-shirt design for next year's class t-shirt asap!

FBISD Gifted & Talented

ACADEMY

T-SHIRT DESIGN CONTEST

Calling all GTA Students!

Be a part of GTAcademy history by designing the 2024-25 GTA T-shirt.

Submission deadline is May 23, 2024.

- Submissions must be turned in via Microsoft Forms using your FBISD network credentials.
- UPLOAD SUBMISSIONS HERE
- GTA Teacher leaders will select the top designs based on creativity, theme and attention to detail. The GTA Students will vote on the winning design!
- ***Winner receives a free t-shirt for him/herself and for one family member!***

Guidelines**

- Must include the words "FBISD GT Academy" in any form.
- Must include grade level Team name; you can only design for ***your grade level next year (2024-25)***.
- Must include the school year "2024-25."
- Final T-shirt should be limited to 6 colors or less including black.
- Digital and hand-drawn accepted.
- Design for one side of t-shirt only.
- Design must have a concept that expresses and connects to the TEAM theme:
  - Grade 6 = **EXPLORERS** (exploring, discovering...)
  - Grade 7 = **MAGNETIX** (bonding, connections...)
  - Grade 8 = **DYNAMIX** (understanding complexities, reflecting...)
- Be creative and original in your interpretation and artistic representation of the grade level theme.

** By submitting an entry, the artist consents that it is his/her own original work and that he/she has all necessary rights and permissions to use included elements. The t-shirt contest team reserves the right to make adjustments and alterations to the winning entry to ensure that the reproduction of the image is of the best quality. The winning artist releases to QVMS the exclusive right to artwork to be used for school promotional material. No submissions will be returned.

GTA T-shirt Design Contest.pdf

Download

739.3 KB

The submission deadline will be extended through the end of next week, 5/31/24.

Click Me! Submit your design here!

In Other News: GTA Students Excel!



GTA Students Competed at the Academic Pentathlon NATIONALS!

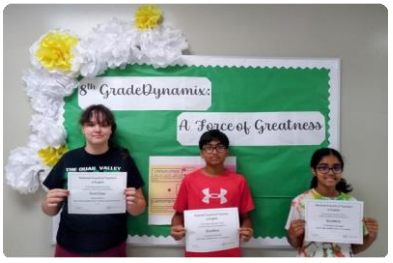
Congratulations to the GTA Academic Pentathlon Team!

The team had a successful run at Nationals in Phoenix, AZ on May 16-18th. *Joseph[illegible]banas medaled individually in Mathematics,*

earning a sliver. And the team placed 5th overall even though they had just 7 team members while other teams had 9. It was a fantastic performance and a fantastic weekend in sunny AZ!

Read about it on FBISD's website by clicking here.

Congratulations to NCTE Promising Young Writers Contest Winners!



We are proud to recognize grade 8 GTA students Eloisa Molina, Aurshai Kankanala, and Chinhitha Pampulapati for being selected by the National Council of Teachers of English for the following honors.

Eloisa: *First Class*; **Aurshai**: *Excellent*; **Chinhitha**: *Excellent*

NCTE is the nation's most comprehensive literacy organization, supporting more than 25,000 teachers of English Language Arts across the educational spectrum, so this is quite an honor!

The Expo of Excellence Was a SMASHING SUCCESS!

Over 150 6th, 7th, and 8th grade GTA students rose up as Student Leaders and presented at the first annual Expo of Excellence. Incoming 6th graders and their families witnessed first hand just what the academy is all about. Our GTA Presenters were masterfully prepared and wowed their audience. Many thanks to those students who took the time to share their knowledge and expertise on a multitude of topics. Each GTA presenter was gratefully awarded an Expo of Excellence certificate acknowledging his/her role as a Student Leader who made the Expo a success!



Mixtape Presentations



Mixtape and TED Talk Presentations



Science Olympiad Presentations + More



Science Fair Presentation



Science Bowl



Mixtape Presentation



Robotics



Science Fair



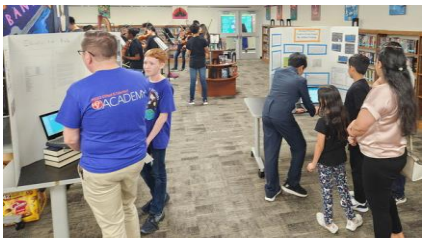
Be the Change Presentation



Science Fair



Mixtape Presentation



Mixtape Presentation

😀 Have a Great Summer! You'll Hear From Me Again Soon! 😀

GT Academy at QVMS
GT is using Smore to create beautiful newsletters



Raider Camp Orientation, VOTE for T-shirt Design, and More

Grade 6 GTA Orientation and Voluntary Parent Meeting

Thursday, July 25, 2024

Student Orientation 10:00 am-3:00 pm/Parent Meeting 2:30-3:00 pm***

***NOTE: The GTA Grade 6 Orientation is EXTENDED until 3:00pm (it does NOT end at 1:00 pm).

On July 25, 2024, Quail Valley Middle School is hosting a Grade 6 Orientation called Raider Camp for **ALL incoming 6th grade students from 10:00 am - 1:00 pm**. Then, ***from 1:00 pm - 3:00 pm, ONLY GTA incoming 6th graders will stay on campus*** for some extra time to get to know one another and learn about the GTA. Since GTA students come from all over the district, it's important to create some extra time for them to get to know each other before the first day of school.

You should have already received a "QVMS Raider Camp 24-25" email with a survey to complete. This was sent by the QVMS leadership team. If you did NOT receive this email or have NOT yet completed that registration form, you may do so at this link: **QVMS Raider Camp 24-25 Schoolwide Registration** **If you already completed this form, please do NOT do so again.**

Below, you will find a DIFFERENT signup for the GTA records. It will simply ask you to verify that your child is attending the orientation and **STAYING until 3:00 pm** for the special GTA session. It will ALSO ask you to verify if a parent plans on coming to the Parent Information Meeting from 2:30-3:00 pm that afternoon. This will be a brief session to share some beginning of the year

information with parents before the start of school. **If you already completed this form, please do NOT do so again. GTA6 Orientation Camp Signup**

Grade 6 T-shirt: It's Time To VOTE!

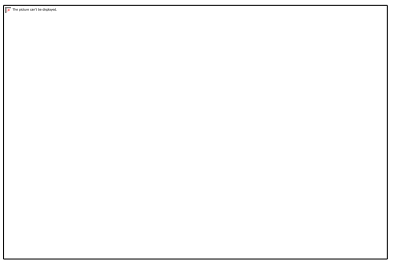


First of all, thank you to the students who submitted t-shirt designs. Although it was a tough decision, GTA teachers met last week and selected the top 3 designs. So now, it's time to VOTE for your favorite design.

You may only vote for 1 of the 3 designs. The t-shirt that receives the most votes will be the Grade 6 GTA Explorers class t-shirt. VERY EXCITING! **You will have to use your FBISD Outlook student credentials to vote**. Vote using the link below.

GRADE 6 GTA T-SHIRT DESIGN VOTING

FBISD Transportation Survey (Mandatory)



PLEASE COMPLETE THIS SURVEY IF YOU HAVE NOT ALREADY!

Thank you to those who've already done so.

Whether y our child will ride the bus or not, the FBISD Transportation Department is asking y ou to complete the survey linked below. This will help them in planning the bus routes for the 2024-25 school year.

In general, the pick up and drop off points will be at the FBISD elementary school to which your child is zoned. This will make pick up and drop off a familiar location and, hopefully, convenient. Please complete the transportation survey linked below.

FBISD GTA Transportation Survey for 2024-25

Grade 6 WhatsApp Group

WhatsApp

Join the Grade 6 GTA WhatsApp Group to Communicate with Other Parents

This group is for parents of Grade 6 GTA students for the 2024-25 school year. Connect with and communicate with the parents of your child's soon-to-be classmates. This group is administrated by parents, not the GTA.

If you're interested, join by clicking this link: QV MS6th Grade WhatsApp 2024-25

Quail Valley Middle School PTO

Please read the letter below from the QVMS PTO. Our PTO is very strong and extremely supportive of the GTA as well as QVMS as a whole. ***Please consider joining our PTO and serving in a leadership capacity.*** Our goal is to get 100% membership from GTA Parents! *Information about how to join will be shared in future newsletters.*

QVMS PTO--Letter for Incoming Parents.pdf Download 167.7 KB

The President's Volunteer Service Award 2024-25

Summertime is a Great Time to Volunteer to Make Your Community a Better Place

The Gifted & Talented Academy is a sanctioning entity for the President's Volunteer Service Award (PVSA) for current QVMS students and QVMS Alumni. Learn about the President's Volunteer Service Award and how to participate (which is OPTIONAL) on the QVMS PVSA webpage. Click the link below if interested in investigating PVSA.

QVMS President's Volunteer Service Award Webpage

Questions?

Joseph Bernhart
Gifted & Talented Academy Coordinator

Summer Hours: Monday-Thursday 7:30am-5:30pm
FBISD Closed Week of July 1-5

joseph.bernhart@fortbendisd.com
(281) 634-6687



GT Academy at QVMS

GT is using Smore to create beautiful newsletters

FBISD
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GTA Field Experiences 2024-25

GTA6 = Red
GTA7 = Green
GTA8 = Blue

September

20: **GTA7** - Texian Time Machine FE (On Campus)
23, 24, & 25: **GTA6** - Cultural Anthropology Tours (Off Campus)

October

2 & 3: **GTA8** - Interest-Based FE (Off Campus)
24: **GTA7** - EdCamp Student-led Conference (On Campus)
31: **GTA 8** - Dia De Los Muertos FE (Off Campus)

November

14: **GTA6** - Imagining the Change (On Campus)

December

5: **GTA8** - Transcendentalism/Mindfulness FE (Off Campus & On Campus)
12: **GTA7** - BioTech Presentations & Assembly (On Campus)

January

24: **GTA7** - Be the Change Expo (On Campus)

February

11 & 12: **GTA6** - La Comida Discovering Spanish FE (Off Campus)
18 & 19: **GTA8** - Holocaust Museum FE (Off Campus & On Campus)
20 & 21: **GTA7** - Texas Journeys Overnight FE (Off Campus)

March

17 & 18: **GTA6** - Perspectives FE (Off Campus & On Campus)

April

30: **GTA6** - Imagining the Change Presentations (On Campus)

May

1: **GTA7** - Galveston Erosion Experiment FE (Off Campus)
8 & 9: **GTA8** - Camp Olympia Overnight (Off Campus)
12: **GTA6** - Houston Museum of Natural Science Interest-based FE (Off Campus)
19: **GTA6** - Explorer World Market (On Campus)

KEY

- Teacher Work Day
- Professional Learning
- Teacher Planning
- First Day of Semester
- District Professional Learning Day
- Student/Teacher Holiday
- [ ] Beginning/End of Nine Weeks
- { } Exams
- Early Release ES
- Early Release HS/MS
- Early Release HS/MS/ES
- Inclement Weather Make-up Day

Sample Field Experiences Calendar

August 2024

S	M	T	W	T	F	S
	29	30	31	1	2	3
4	5	6	7	[8]	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	[9]	10	11	12
13	14	15	[16]	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	{17}	{18}	{19}	{[20]}	21
22	23	24	25	26	27	28
29	30	31				

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	[9]	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	[7]	8
9	10	11	12	13	14	15
16	[17]	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	{23}	24
25	26	{27}	{28}	{[29]}	30	31

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Appendix C: Parent Guide



About the GTA

Where is the GT Academy located?
The FBISD GT Academy is located in Quail Valley Middle School – 3019 FM 1029 Rd Missouri City, TX 77459.

What is the start and end time at QVMS?
The school day at QVMS is 8:50 AM – 4:10 PM.

Is there transportation provided to QVMS GTA?
The FBISD Transportation Department provides transportation from common locations such as elementary schools and community centers to QVMS. There is no transportation for before or after school activities.

How do I handle course selection if I do not know whether my child is attending QVMS GTA or their zoned middle school?
When doing course selection, continue as if your child will be enrolling at his/her **home campus**. Follow all timelines provided by your elementary counselor. Upon acceptance to the GT Academy, we will share the GTA course selection process. The only course decision that incoming GTA students will have is Fine Arts (Band, Orchestra, Theatre, Choir, or Art).

Can my child play sports at QVMS GTA?
Students at QVMS can participate in volleyball, football, basketball, tennis, track and field, cheer-leading, and/or soccer beginning in their 7th grade year. This is standard across FBISD.

What kind of clubs are available at QVMS GTA?
QVMS has a multitude of afterschool clubs every year. Although many clubs remain in existence year after year, some do not. And new clubs are often formed. Thus, each year in the first weeks of school, club information is shared with students and parents via a master list typically curated by the QVMS librarian. Note: ANY student who finds a QVMS staff sponsor has an opportunity to create a new club of his/her interest by completing a New Club Application and submitting it for the QVMS principal's approval.

What classes do students take at the QVMS GTA?
Students have 7 periods every day. GTA students are enrolled in 5 core classes: GTA Math, GTA Science, GTA Social Studies, GTA ELA, and GTA Spanish. Upon completing the three–year GTA course pathway, students will have *at least three* high school credits (2 Spanish and 1 Algebra 1). They also take PE or Kickstart and a Fine Art/Elective.

What electives are available at the QVMS GTA?
As an elective in 6th grade, students must choose a fine arts class: band, orchestra, choir, theater, or art. In 7th and 8th grade, students may opt to take an alternative elective if they do not want to continue in their fine arts elective. These electives include classes such as Technovation, Dollars & Sense, Office Work, and Touch Systems Data Entry.

Is acceleration a part of the GT Academy program?
Yes, the GTA offers Spanish II on campus (the only middle school to do so in FBISD). Algebra 1 is also a core class for GTA students in 8th grade. If students would like to take other advanced level courses such as Geometry (offered on campus), Biology (offered on campus), Algebra II, etc., they have to take a Credit By Exam to accelerate. The majority of students at the GTA do not accelerate via CBE and follow the standard course pathway. Some, however, do take advanced courses via CBE. Visit https://www.fortbendisd.com/Page/296 for more information about CBE.

	6th Grade	7th Grade	8th Grade
Math	GTA Math 6 (6th grade math standards) (must pass Math 6 CBE to skip)	GTA Math 7 (7th and 8th grade math standards) (must pass Math 7 and Math 8 CBE)	Algebra 1 Pre-AP/GT OR Math 8 GTA
ELA	GTA ELA 6	GTA ELA 7	GTA ELA 8
Science	GTA Science 6	GTA Science 7	GTA Science 8
Social Studies	GTA World Cultures	GTA Texas History	GTA US History
World Language	Discovering Span Language	Spanish I (HS Credit)	Spanish II (HS Credit)
Physical Education	PE/Kickstart	PE/Kickstart and Health	PE/Kickstart
Fine Art/Electives	Fine Art	Fine Art/Elective	Fine Art/Elective

Will my child take classes only with students from the GT Academy?
Five out of seven of your child's classes will homogeneous GTA students. The other two, Fine Arts and PE/Kickstart, are shared classes between GTA and students zoned to QVMS.

What systems are in place to help my child should he/she need it?
Teachers in the academy are attuned to the needs of GT-identified learners, which creates a supportive classroom environment. They offer tutorials before school, after school, and during lunches for struggling learners. For social and emotional supports, students have access to their GT trained grade level counselors. The GT Academy coordinator provides overarching supports as well.

How are parents kept informed?
QVMS teachers, administrators, and counselors use Schoology, Skyward, and email to keep parents informed. There is also a GTA Website www.fortbendisd.com/gtacademy and GTA Newsletters published and emailed via smore.com.

What opportunities are there for parents to volunteer?
Via the GTA newsletter, parents will have a multitude of opportunities to volunteer to chaperone field experiences and help at school events. The GTA Booster Club (GTABC) hosts chaperone sign-ups and also offers volunteer and leadership opportunities for GTA parents. Visit gtabc.ptboard.com The QVMS PTO is also a strong parent organization that depends on parent volunteers. Visit www.qvmspto.org

How many students attend QVMS and the GT Academy?
Quail Valley Middle School has an enrollment that is typically in the 1,000-1,100 student range. Approximately half of these students will be enrolled as GTA students.

Can my child return to their zoned campus at any time?
Students can return to their campus at any time. However, it is recommended that students commit to at least one full year to the program as 6th graders sometimes struggle with transitioning to middle school regardless of being in a special program. *Remember that committing to come to the GTA denied another student who was on the waitlist the opportunity to come to the GTA, so this decision should never be made lightly*.

Can my child enroll in the GT Academy starting in 7th or 8th grade?
At this time, policy does not allow for enrollment during the 7th or 8th grade year.

If my child is accepted into the GT Academy for 6th grade, do we re-apply every year?
Once accepted as a GTA student, the transfer does not expire as long as the student remains a resident of Fort Bend ISD.

How are GTA courses different from AAC Courses?

- GTA core classes are composed solely of other supportive and like-minded GT-identified students.
- GTA teachers are trained and experienced with the needs of gifted learners.
- Core classes feature specialized units, uniquely designed collaborative projects, and accelerated learning.
- Collaborative and independent opportunities for student choice and project-based learning.
- Conceptual teaching is employed to horizontally connect learning across content areas and with the real world.
- Unique and consistent field experiences related to conceptual units and class content.

What is the best way to decide if the GTA is right for my child?
The GTA provides opportunity and challenge. Attendance may require certain sacrifices (time devoted to classwork, travel, etc.). You meet new friends, but miss old ones. The lessons are flexible and engaging, but require good time and priority management. The GTA is not a good fit for every child and family. However, students who have an internal desire and commitment to learning find a challenging, engaging, and supportive school where they will be valued, grow as people, and experience success. Academy alumni often report that the GTA was a formative educational experience in their lives, preparing them for success in high school, in college, and beyond.